Pearson
BTEC Level 3 Award/Certificate in Principles of Business Administration

Specification

BTEC Specialist qualification

First teaching January 2015

Issue 2

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

This specification is Issue 2. Key changes are listed in summary table on next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com.

This qualification was previously known as:

Pearson BTEC Level 3 Award/Certificate in Principles of Business Administration (QCF)

The QN remains the same.

Summary of Pearson BTEC Level 3 Award/Certificate in Principles of Business Administration specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page/section number
All references to QCF have been removed throughout the specification	
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
TQT value added	Section 2
Reference to credit transfer within the QCF removed	Section 5
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1   Introducing BTEC Specialist qualifications

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Total Qualification Time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)

- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)

- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 3 Award in Principles of Business Administration
Qualification Number (QN)	601/5240/0
Accreditation start date	01/12/2014
Approved age ranges	16-18
	19+
Credit value	11
Assessment	Centre-devised assessment (internal assessment).
Total Qualification Time (TQT)	110
Guided learning hours	76
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow our access and recruitment policy (see *Section 10 Access and recruitment*).

Qualification title	Pearson BTEC Level 3 Certificate in Principles of Business Administration
Qualification Number (QN)	601/5241/2
Accreditation start date	01/12/2014
Approved age ranges	16-18
	19+
Credit value	22
Assessment	Centre-devised assessment (internal assessment).
Total Qualification Time (TQT)	220
Guided learning hours	149
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow our access and recruitment policy (see *Section 10 Access and recruitment*).

Qualification Number and qualification title

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. Every unit in a qualification has a unit reference number (URN).

The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual,* available on our website at: qualifications.pearson.com.

Qualification objective

The Pearson BTEC Level 3 Award in Principles of Business Administration is designed to provide learners with an introduction to the occupational knowledge, skills and attitudes that are required for employment in roles such as Personal Assistant, Office Executive or Administration Team Leader. Learners may already be in employment in one of these roles, be newly appointed or have the intention to work in one of these roles.

It gives learners the opportunity to:

- develop an understanding of the core underpinning knowledge needed to support employment in the job roles mentioned above. This includes the principles of providing key administrative services such as planning meetings and managing diaries, supervising an administrative team, supporting environmental sustainability, and understanding how to communicate effectively in business environments.

- develop skills in producing written business communications and positive attitudes to communicating in an effective and professional manner

- progress to and from Business Administration Apprenticeships. Notably a) from Level 2 Apprenticeships and Business Administration knowledge qualifications; b) providing a scaffold for the knowledge learners require in order to move into Level 3 Business Administration Apprenticeships

- achieve a nationally-recognised Level 3 qualification

- develop their own personal growth and engagement in learning.

The Pearson BTEC Level 3 Certificate in Principles of Business Administration extends the work-related focus from the Level 3 Award to provide learners with broader knowledge and understanding to support their employment in the roles stated above, or support employment in roles with additional responsibilities, such as Office Supervisor, Projects Manager or Business Development Executive. Learners may already be in employment in one of these roles, be newly appointed or have the intention to work in one of these roles. It gives learners the opportunity to:

- develop the knowledge and understanding that supports personal performance and development and broader cross-organisation processes. This includes managing own performance and development, developing and maintaining productive relationships, supporting business functions, supporting change in a business environment and business data and information management

- develop additional underpinning knowledge and understanding to support employment in the roles with additional responsibilities. This includes the managing projects, supervising an office facility, budgeting, business principles and customer service.

- progress to and from Business Administration Apprenticeships. Notably a) from Level 2 Apprenticeships and Business Administration knowledge qualifications; b) providing a scaffold for the knowledge learners require in order to move into Level 3 Business Administration Apprenticeships; c) providing a foundation of knowledge for learners wishing to progress onto a Level 4 Business Administration qualification.

- achieve a nationally-recognised Level 3 qualification

- develop their own personal growth and engagement in learning.

Relationship with previous qualifications

These qualifications are a direct replacement for the Pearson BTEC Level 3 Award/Certificate in Business and Administration, which have now expired. Information about how the new and old units relate to each other is given in *Annexe B*.

Progression opportunities through Pearson qualifications

Learners who have achieved the Award/Certificate can progress to the Pearson BTEC Level 3 Diploma in Business Administration that develops occupational competency for the potential job roles at this level and is the main qualification in the advanced apprenticeship in Business Administration. Learners could also progress to a Level 4 qualification in Business Administration that is designed to provide learners with the opportunity to demonstrate occupational competency in managing others, improving business performance, leading and managing a range of defined business administrative functions and resolving administrative problems.

Alternative progression routes are Level 3 Management qualifications, for example the Pearson BTEC Level 3 Diploma in Management, which is the main qualification in the an advanced apprenticeship in management, that is designed to ensure that management and leadership skills support productivity and efficiency of the workforce.

Industry support and recognition

These qualifications are supported by Skills CFA, the Sector Skills Council for pan-sector business skills, which includes the business and administration sector.

Relationship with National Occupational Standards

These qualifications are based on the most up to date National Occupational Standards (2013) for the Business and Administration Sector as defined by Skills CFA, the Sector Skills Body.

3 Qualification structures

Pearson BTEC Level 3 Award in Principles of Business Administration

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	11

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	L/506/8644	Principles of Providing and Maintaining Administrative Services	3	6	40
2	R/506/8645	Communicating in a business Environment	3	5	36

Pearson BTEC Level 3 Certificate in Principles of Business Administration

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	22
Number of mandatory credits that must be achieved	16
Number of optional credits that must be achieved	Min 6

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	L/506/8644	Principles of Providing and Maintaining Administrative Services	3	6	40
2	R/506/8645	Communicating in a Business Environment	3	5	36
3	Y/506/8646	Understanding how to Manage Own Performance and Development	3	3	21
4	D/506/8647	Understanding how to Develop and Maintain Productive Working Relationships in Business Environments	3	2	15
		Optional units			
5	H/506/8648	Principles of Business	3	3	21
6	K/506/8649	Principles of Supporting Business Functions	3	5	40
7	D/506/8650	Principles of Customer Service	3	4	24
8	K/506/8652	Principles of Supporting Change in a Business Environment	3	4	21
9	M/506/8653	Principles of Supervising an Office Facility	3	3	24
10	T/506/8654	Principles of Budgets in a Business Environment	3	4	26
11	A/506/8655	Principles of Business Data and Information Systems	3	3	16
12	F/506/4185	Principles of Project Management	4	10	57
13	A/506/4167	Principles of Quality Management	4	4	37

4   Assessment

The table below gives a summary of the assessment methods used in the qualifications.

Units	Assessment method
All units	Centre-devised assessment

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all of the unit's learning outcomes. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly, which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must meet any additional requirements given in the *Information for tutors* section of each unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to give learners realistic scenarios and to maximise the use of practical activities in delivery and assessment.

To avoid over-assessment, centres are encouraged to link delivery and assessment across units.

There is more guidance about internal assessment on our website. For details, please see *Section 13 Further information and useful publications*.

5 Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website at:
http://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html

6 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example IT, learning materials, teaching rooms) to support delivery and assessment.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place that ensure continuing professional development (CPD) for staff delivering the qualifications.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10 Access and recruitment* and *Section 11 Access to qualifications for learners with disabilities or specific needs*. For full details of the Equality Act 2010, please go to www.legislation.gov.uk

7 Centre recognition and approval centre recognition

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver BTEC qualifications is given on our website.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations.

Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

1   Delivery of the qualification as part of a BTEC Apprenticeship ('single click' registration):

   - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions.

2   Delivery of the qualification outside the Apprenticeship:

   - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems

   - Lead Internal Verifier accreditation – this involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, each year we will allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, please see the *UK Vocational Quality Assurance Handbook* on our website.

9   Programme delivery

Centres are free to offer these qualifications using any mode of delivery (for example, full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure that a course is relevant to learners' specific needs

- accessing and using non-confidential data and documents from learners' workplaces

- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector

- giving learners the opportunity to apply their learning in practical activities

- including sponsoring employers in the delivery of the programme and, where appropriate, in assessment

- making full use of the variety of experience of work and life that learners bring to the programme.

Where legislation is taught, centres must ensure that it is current and up to date.

10 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Details on how to make adjustments for learners with protected characteristics are given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

Both documents are on our website at:
http://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html

12 Units

Units have the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

This gives a summary of what the unit aims to do.

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

Unit amplification sets out the range of subject material required for the programme of learning and specifies the knowledge and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable learners to achieve each learning outcome and to meet the standard determined by the assessment criteria.

Where relevant and/or appropriate, unit amplification is informed by the underpinning knowledge and understanding requirements of related National Occupational Standards (NOS).

Relationship between amplification and assessment criteria

Although it is not a requirement that all of the amplification is assessed, learners should be given the opportunity to cover it all. However, the indicative amplification (see below) will need to be covered in a programme of learning to enable learners to meet the standard determined in the assessment criteria.

Legislation

Legislation cited in the units is current at time of publication. The most recent legislation should be taught and assessed internally.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance on possible approaches to delivery.

- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria, learning outcomes and unit amplification

- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: Principles of Providing and Maintaining Administrative Services

Unit reference number: L/506/8644

Level: 3

Credit value: 6

Guided learning hours: 40

Unit aim

This unit looks at how administrative services are maintained and improved in a business setting. Ensuring that the day-to-day activities in an office are supervised safely and effectively is vitally important to any business and this unit explores a number of the key activities that enable the main business functions to take place.

In this unit, you will gain understanding of the supervision of staff in an office environment. You will consider the scheduling of activities and resources and the allocation of work to team members. You will explore approaches to setting targets and measuring performance using a variety of quality management techniques.

Environmental sustainability and corporate and social responsibility (CSR) are high on the agenda in business and you will learn how organisations use CSR in their business models and strategies to ensure that the company performs ethically, sustainably and within the rules.

You will explore the function of planning, organising and facilitating meetings in the business environment, including the selection of suitable venues and resources, the actions required to support meeting attendees and problems that may occur in a meeting.

The management of diaries has remained a large part of the administrator's role over the years and it still plays a key role in ensuring that diaries are kept updated. This unit will give you the opportunity to identify the different types of diary available and ensure that the correct information is inserted into the correct diary.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand how to supervise the work of an administrative team	1.1	Describe how to schedule activities and resources for a team	☐ *Scheduling activities and resources:* approaches, e.g. prioritising activities using agreed criteria, negotiating deadlines and timescales where priorities conflict, scheduling based on available resources/equipment; impact of working arrangements (job sharing, part-time, flexible working)
		1.2	Explain how to allocate work to individual team members	☐ *Allocating work in the team environment:* considerations to ensure fairness, e.g. role of team members (Belbin Team Role Theory), strengths and abilities of team members, personal development needs, working arrangements, current tasks and responsibilities; recommendations from team members; allocation practice, e.g. set SMART targets, clearly communicate work schedules and allocations (verbal, written communications), agree tasks, confirming team and individual understanding and commitment; arrange necessary training
		1.3	Evaluate approaches to setting performance targets for supervised staff	☐ *Performance targets*: meeting organisational aims and objectives; setting minimum standard requirements; setting SMART targets; establishing personal performance indicators; motivation, e.g. rewards, bonuses; sanctions
				☐ *Approaches*: negotiation between supervisor and employees; establishing personal goals of individual staff; monitoring progress; team discussions; special considerations identified, e.g. sickness, part time, temporary

Learning outcomes	Assessment criteria		Unit amplification
	1.4	Explain different quality management techniques to manage the performance of an administrative team	☐ *For quality control:* provide consistent systems; consistent customer service procedures; checks that company procedures are being followed; encouraging pride in own work; staff ownership of quality of work
			☐ *For quality assurance:* feedback processes; measurement of performance levels, performance evaluation 'get it right first time' target, 'fit for purpose' target
			☐ *For quality improvements:* ongoing training for staff (new systems, procedures and equipment); performance objectives, e.g. strategic and operational; performance review meetings, e.g. one-to-one meetings, appraisal meetings; 360 degree feedback; personal development plans (PDPs); reward systems, e.g. performance-related pay, bonus payments, team-based pay; quality techniques, e.g. Six Sigma, TQM, quality circles, benchmarking
			☐ *Quality standards:* e.g. ISO 9001 series, British Standards Institute (BSI) BS5750
	1.5	Explain the techniques used to identify the need for improvements in team outputs and standards	☐ *Techniques for team outputs and standards:* assessment of staff working as a team to meet required outputs and standards, review of progress against planned outputs, review of progress in meeting targeted deadlines, analysis of time taken to complete tasks, review of the standard of completed work, identification of any conflicts within the team, analysis of team leadership (strong, weak, efficient, inefficient), implementation of standards expected to identify strengths and weaknesses
			☐ *Techniques measuring individual contribution to team outputs and standards:* analysis of individual team members' strengths and weaknesses, recognition of individual contributions, ability to follow instructions; analysis of individual weaknesses (skills, communication, understanding, motivation); identification of reasons for not meeting targets

Learning outcomes			Assessment criteria		Unit amplification
					□ *Identifying improvements needed:* team cohesion; individual weak contributions; unfair distribution of tasks; rationalising and resolving team conflicts; improved utilisation of individual skills; re-training on standards expected; improve communications with the team for clearer understanding of team objectives
2	Understand health and safety in a business environment		2.1	Explain the legal obligations of the employer for health and safety in the workplace	*Employer's legal obligations* □ *Legislation:* meet the obligations of the health and safety legislation, e.g. maintain safe equipment, safe use, handling, storage and transport of articles and substances (COSHH legislation), risk assessment, first aid □ *Legal processes, documents and notices:* health and safety policy document (including management of health and safety, responsibility of individuals, commitment to health and safety), displaying health and safety law poster, complying with external health and safety inspections, e.g. Fire Service, Health and Safety Executive □ *Health and safety information:* how to identify and assess risks; provide training, e.g. assessing risks, using specific equipment and materials, keeping self and others safe; provide adequate protective clothing; facilitate eye checks □ *Maintain a safe workplace:* conduct regular risk assessment, address any risks identified; safe access to emergency exits; safe use of equipment in the workplace; regular testing of electrical equipment; regular computer risk assessment, e.g. position of monitor, height of chair, position of arms; fire drills, testing fire extinguishers □ *Health and safety staff:* overall responsibility, employee representative(s), reporting hazards, dangerous occurrences; fire wardens, e.g. to support fire drills and give health and safety advice; first aider(s), security staff

Learning outcomes	Assessment criteria		Unit amplification
	2.2	Explain an individual's responsibilities for health and safety in the workplace	*Employee responsibilities* ☐ *Safe working practices:* take reasonable care of own health and safety, alert to effect of own acts on others, follow manufacturers' instruction manuals, wear protective clothing provided, follow procedures when accidents occur, maintain personal hygiene, behave in a safe manner, store equipment and materials without causing a hazard to self or others, use correct lifting techniques ☐ *Co-operate with employer:* comply with company health and safety procedures, attend training on the correct use of equipment, report hazards, report accidents in the accident book, take part in fire drills, have regular eye checks ☐ *Additional responsibilities:* health and safety officer, e.g. health and safety policy review, risk assessment, report to employer on hazards, dangerous occurrences, general matters affecting groups of employees; fire warden responsibility, e.g. checking areas are clear, encouraging others to leave the building, feeding back any issues on the evacuation process
	2.3	Describe accident and emergency procedures	☐ *Accidents:* falls, cuts, fainting, objects falling causing injury, small chemical spillage ☐ *Emergencies:* serious injuries, fire, electrocution, large chemical spillage ☐ *Procedures:* trained and competent staff (technical for machinery); first aider; nominated staff to take control; regular training and practice, e.g. fire drills, use of specialist equipment; fire safety notices and policies in staff handbooks; procedures for raising alarms; contact(s); details of emergency and location; staff meeting point on evacuation; emergency lighting; sufficient emergency unblocked exit routes; needs of staff with disabilities; re-entry procedures

Learning outcomes	Assessment criteria	Unit amplification
3 Understand the principles of supporting environmental sustainability in a business environment	3.1 Discuss the implications of environmental sustainability on the business administrative function	☐ *Implications:* organisational objectives and activities must be linked to sustainability and social responsibility; organisation must operate in a socially responsible manner, e.g. implementing sustainability policies and procedures, measuring progress towards sustainability goals, presenting information and progress to stakeholders; defining responsibility and accountability; positive impact of corporate social responsibility and sustainability, e.g. improved performance and image, may attract more investors, reduction in overheads, positive stakeholders perception; critics of corporate social responsibility and sustainability, e.g. customers will react more to negative corporate social responsibility efforts; if marketing is seen as false the organisation may lose loyalty, trust; the ability to measure the impact of non-financial activities
	3.2 Describe current legislation in relation to environmental sustainability in a business environment	☐ *Current legislation:* e.g. Environment Protection Act 1990; Duty of Care; handling, transporting and disposing of waste, e.g. hazardous and non-hazardous waste; Licensed Waste Contractors; Waste Electrical and Electronic Equipment Regulations 2006, Packaging Waste Regulations 2007; building regulations
	3.3 Explain the relationship between environmental sustainability and corporate social responsibility	☐ *Corporate social responsibility:* definition; how organisations integrate social and environmental concerns into business operations; corporate governance; stakeholder and community engagement; human rights; role and responsibility of the facilities manager, e.g. energy awareness training and signage, publishing initiatives, targets and results
		☐ *Relationship:* commitment, e.g. environmental sustainability policies; reporting and disclosure

Learning outcomes	Assessment criteria		Unit amplification
	3.4	Explain the health and safety considerations for environmental sustainability and waste management	□ *Waste management:* waste types, e.g. hazardous, non-hazardous; reusing and recycling; handling waste, e.g. protective clothing; disposal □ *Health and safety considerations:* current legislation; legal compliance; people, e.g. culture, commitment, training and development; environment, e.g. internal, external, ventilation, light, noise; equipment and machinery; accident prevention; fire protection
	3.5	Discuss techniques used to evaluate the impact of an organisation's environmental and sustainability policies and procedures	□ *Techniques:* environmental standards, e.g. ISO14001, Eco-Management Audit System (EMAS); Energy Efficiency Scheme; integration of standards with wider management systems; environmental review; environmental strategies and planning; benchmarking; internal audit and compliance □ *Management systems:* methods and systems of waste and energy management, e.g. using suitable tools, materials and equipment, setting targets, regular maintenance of equipment, re-use and waste disposal to people and organisations; responsible purchasing; using eco-friendly products; importance of auditing; minimising environment impact through the supply chain; procedures for dealing with environment incidents; policies and practices to improve environmental awareness □ *Impact of issues:* legal compliance and statutory duties; loss of reputation, poor publicity; types of damage; methods for minimising impact of activities; identifying improvements

Learning outcomes		Assessment criteria		Unit amplification
4	Understand how to plan and organise meetings	4.1	Describe the characteristics and purpose of different types of formal and informal meeting	*Formal meetings* ☐ *Company annual general meeting:* e.g. shareholders' meeting to elect or re-elect the board of directors, present annual report and accounts; needing a default quorum requirement of majority voting shareholders; at least 10 days' notice must be given including agenda ☐ *Board of directors' meeting:* e.g. senior management of the organisation; establish broad policies and objectives; review performance of chief executive and directors; adequacy of financial resources; approve the annual budget; annual report and accounts to shareholders; take decisions on changes to business, e.g. mergers, dissolutions; quorum requirement for voting on resolutions *Informal meetings* ☐ *Department (staff working in a functional area) team meetings:* work related to that team; chairperson manager of that department; updates on company information or department specific, discussions on department or other projects, allocation of workloads, staffing requirements ☐ *Project meetings (specific to targeted work):* all staff involved normally attend; progress updates, targets being met, phased deadline slippage, re-scheduling, costings/budget reviewed, sufficient resources checked, e.g. staffing and physical; continues to end of project ☐ *Standing meetings (regular meetings held weekly, fortnightly or monthly):* specific targeted work related, e.g. project meetings; particular aspects of the business, e.g. health and safety with department representatives attending; common format for agenda and minutes ☐ *Ad hoc meetings (meetings adjourned to solve a specific problem or task):* no set schedule; no set membership; no set agenda; not intended to be adapted to other purposes; items may be improvised

Learning outcomes	Assessment criteria		Unit amplification
	4.2	Analyse the factors to be considered in choosing suitable venues for different types of meetings	□ *Factors:* type of meeting (formal, informal); internal or external to the organisation; budget; number of attendees; purpose of meeting and intended activities (meeting brief); accessibility of venue to attendees, e.g. transportation links, disable access; availability of any additional required facilities, e.g. refreshments, catering, audio-visual; health and safety requirements, e.g. emergency exits, fire safety; internet access; size and layout of rooms
	4.3	Describe how to set up the resources needed for a meeting	□ *Types of resources:* budget; room/venue; presentation equipment, e.g. visual, audio; other equipment, e.g. photocopier; refreshment facilities; meeting documentation, e.g. meeting brief, agenda, minutes of previous meeting; visiting speakers/presenters; stationery □ *Set up resources:* health and safety hazards, e.g. equipment PAT tested, secure and safe cabling; distributing resources to delegates
	4.4	Explain the types of information and support that the attendees of a meeting may require	□ *Before a meeting:* e.g. date, time and location of meeting; travel alternatives; information about venue facilities, e.g. parking, disabled facilities □ *During a meeting:* attendance list for signing in, name badges, copies of agenda, spare copies of documentation, contributors' presentation materials □ *After a meeting:* minutes of meeting, results of actions given at meeting, e.g. progress report, completion details, further consultations to develop targeted action(s), any necessary amendments made to targeted action(s), arrangements for next meeting

Learning outcomes	Assessment criteria		Unit amplification
	4.5	Describe actions to be taken to support the efficient running of a meeting	□ *Actions to be taken:* managing diaries to ensure maximum attendance; managing production of relevant documentation (agendas, meeting papers and materials); inviting attendees and providing the relevant information and documentation; checking that venues, resources and catering have been confirmed and are in place; briefing the chair (objectives to be achieved, duration of meeting, apologies and absences); ensuring any relevant legal and contractual requirements have been correctly addressed (e.g. contracts with guest speakers) and health and safety requirements have been met
	4.6	Explain how to prevent or resolve problems that may occur in a meeting	□ *Types of problem:* e.g. faulty equipment, insufficient copies of documents, inappropriate catering provided, insufficient seating □ *Preventing or resolving problems:* checking equipment before the start of the meeting; reserving IT support for the duration of the meeting; preparing spare sets of documents; recording cancellations and attendance confirmations and checking seating arrangements before the meeting; seeking the support of a colleague before the meeting
5 Understand how to manage diary systems	5.1	Explain the purpose of managing diary systems to plan and coordinate activities and resources	□ *Diary systems:* the importance to organisations of diary systems (to plan and coordinate activities and resources)
	5.2	Compare different types of diary systems and the situations for which they are appropriate	□ *Different types of diary system:* paper based; electronic and intranet; advantages and disadvantages of diary systems; the different situations for which types of diary are appropriate, e.g. individual diaries, team/departmental diaries/calendars, who has access to diary

Learning outcomes	Assessment criteria		Unit amplification
	5.3	Describe the information needed to maintain diary systems	☐ *Information to maintain a diary system:* the types of information required, e.g. date, timing, venue and people involved; why it is important to prioritise requests; how to prioritise requests; the types of problems that occur when new requests are made; how to solve problems that arise when new requests are made; the importance of balancing the needs of all those involved; the importance of communicating diary information, especially changes, to those affected; the importance of keeping the diary system up to date; the importance of security and confidentiality when operating a diary system; the types of security, passwords and confidentiality issues that arise with diary systems and how these can be managed

Information for tutors

Delivery

This unit can be delivered using a variety of methods including projects or reports, role plays with assessor observations, case studies, videos, internet research, visiting speakers and visits to relevant businesses.

Where possible, this unit should be taught holistically, linking groups of similar criteria together to give learners a broader understanding of the topics and issues being discussed.

For learning outcome 1, an external speaker from a suitable business environment could speak to learners about how they supervise their office environment. The speaker could discuss how they ensure that scheduling and allocation of work to their team is fair. They could also discuss quality management techniques they use to identify improvements for outputs and standards. Learners need to understand the importance of prioritising their workload and that of others to ensure deadlines are met. Learners could be set a series of tasks to allow them to look in detail at the issues brought up by the external speaker, particularly around how performance is managed in a team situation and techniques that they could adopt to ensure that improvements in the team are continuous and standards are maintained and, where relevant, raised. Delivery of this learning outcome could also benefit from relevant video clips or a visit to a suitable office facility where learners could see first-hand how an office is supervised.

Learning outcome 2 could be delivered in the form of a presentation followed by an assignment completed by learners. The assignment could be broken down into small research tasks concerning legal obligations for the employer (assessment criterion 2.1), an individual's responsibilities in relation to health and safety in the workplace (AC2.2) and accident and emergency procedures in a typical office (AC2.3). The assignment given to learners could form part of an induction pack for new members of staff and learners could present their findings in the form of a presentation and/or could leaflet or small booklet that could be used by an organisation during the induction period. Learners could also produce posters that could be placed in prominent positions around the organisation reminding new staff of their roles and responsibilities in the workplace.

Learning outcome 3 could be delivered through a series of video clips, case studies and presentations considering the issues around corporate social responsibility and sustainability. Learners could be given a series of case studies that showcase organisations that are particularly responsible or irresponsible. They could then be given an assignment covering these topics. Learners could also carry out research on these topics to enhance their findings on this outcome.

Learning outcome 4 could be delivered using a series of role-plays with small groups of learners. Learners could take turns at facilitating a meeting and then write a reflective account of their experience, identifying types of information that was required (assessment criterion 4.4), actions that they were required to take (AC4.5) and typical problems that occurred in the meeting (AC4.6). A presentation could be used during delivery to identify different types of meeting that may take place in an organisation (AC4.1) and the considerations when planning meetings (AC4.2 and 4.3). Learners could be given a relevant scenario and an assignment could be created to cover all assessment criteria.

Learning outcome 5 could be delivered through a series of assignment-based tasks and scenarios around managing a diary. It could also be linked to learning outcome 4 where meetings are taking place. Case studies could also be used to demonstrate how diaries are used well and how issues can arise especially over electronic diaries and access.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

Centres will devise and mark the assessments for this unit.

For learning outcome 1, learners could create a plan for scheduling and allocating work for a team based on a scenario of a typical office environment. The plan could include how work will be distributed to a team, considering how the performance of the team will be evaluated in terms of the type of work given to each team member and identifying techniques that can be employed to ensure improvements are put in place. The scheduling and allocation plan should be supported with notes on at least two approaches to scheduling that have been used (assessment criterion 1.1) and. At least two considerations they have made that support the allocation (AC1.2). Learners should consider a range of quality management techniques (AC1.4) and should give at least three techniques they will use to measure the team's outputs and standards of work (AC1.5).

For learning outcome 2, learners could produce a document aimed at school leavers who are entering the workplace for the first time. This document could be in the form of a presentation or small booklet or leaflet giving vital information about employee responsibilities relating to health and safety i.e. the legislation that must be adhered to, the workplace environment, appropriate employee behaviour and dealing with accidents and emergencies. Learners could be given a case study or assignment to build this document on, and they may also need to carry out some independent research. For assessment criterion 2.1, learners should give at least three legal obligations that an employer must carry out in the workplace. For AC2.2, they should explain at least three responsibilities that an individual has in the workplace. For AC2.3, learners need to clearly show who has responsibility for different aspects of an emergency situation.

Learning outcome 3 concerns environmental sustainability for organisations and how this can be maintained to ensure that corporate responsibility is part of the organisation's culture and legal requirements are adhered to. Learners could be given a case study of a relevant organisation and using this, write a report that gives an explanation of what corporate responsibility is and the associated implications and responsibilities for an organisation (assessment criterion 3.1). Learners could carry out detailed research for AC3.2 and link this back to the case study to identify areas where organisations may be at risk or may need to put alternative strategies in place to ensure they are adhering to legislation. This could be added to the report for AC3.1 and should include descriptions of at least three pieces of current legislation and the impact these have on an organisation. This report could also be combined with AC3.4 and AC3.5, where learners could clearly state the health and safety considerations that organisations must adhere to and the techniques that could be used to improve their understanding and responsibility in this area.

The report could include recommendations to organisations to ensure that they are fully aware of their CSR and the impact their current actions, policies and procedures have on the environment within in the industrial sector they work in. For AC3.3, learners need to clearly identifying the roles, responsibilities and overlapping issues that affect the relationship between environmental sustainability and social responsibility.

For AC3.4, learners could produce detailed explanations that clearly identify key areas and where issues overlap. For AC3.5, there should be a clear distinction between the techniques to be used, management systems to be explored and the impact of the issues.

For learning outcomes 4 and 5, learners could produce a handbook for senior business administrators giving guidance as to how to organise different types of meetings working to company procedures. The handbook should include at least five clear explanations of different types of meeting that could potentially take place in an organisation and identify key features of these meetings (AC4.1). There could be a section that highlights the considerations when choosing suitable meeting venues and resources required. The handbook could make reference to the potential for having to book resources for a meeting, especially if it is taking place outside of the organisation at an external venue. Reference could be made to the different types of information delegates at a meeting or event will require before, during and after. This information could be presented in the form of a list with a detailed explanation of each alongside each bullet point (assessment criteria 4.2; 4.3 and 4.4).

When organising a meeting, it is important that the administrator understands the role of the meeting facilitator. For AC4.5, the booklet could contain a checklist of actions to be used to ensure that a meeting is supported efficiently. This checklist could be supplemented with a report aimed at senior administrators or office managers who may need to facilitate a team meeting or departmental meeting. It could contain guidance as to how to prepare for the meeting, what to include on the agenda and how to keep the meeting on track to ensure that the correct outcomes are reached. The booklet should contain at least three actions for before, during and after the meeting.

The booklet could contain a troubleshooting section that identifies possible problems that can occur in a meeting and a hints and tips section identifying solutions (AC4.6). This section should identify at least six possible problems and provide comprehensive solutions for each.

The second part of the booklet could be a section on diary management that looks at the different types of systems available (AC5.2), gives guidance as to how these systems can be used (AC5.1) and the types of information that will go into them (AC5.3). Where applicable, learners should give recommendations for the use of different types of diary and give advice and guidance for keeping a diary up to date. The section could also include issues surrounding security of diaries, whether paper based or electronic, and how these can be overcome.

Suggested resources

Books

Adair J – *Develop Your Leadership Skills (Creating Success),* 2nd edition (Kogan Page, 2013) ISBN 9780749467005

Craven R and Golabowski L – *The Complete Idiot's Guide to Meeting and Event Planning,* 2nd edition (Alpha Books, 2006) ISBN 9781592574629

Friedmann S – *Meeting and Event Planning for Dummies* (Wiley, 2003)
ISBN 9780764538599

Hale R and Whitlam P – *Target Setting and Goal Achievement (Professional Paperbacks),* 2nd edition (Kogan Page, 1998) ISBN 9780749426323

Harris VL – *The Human Side of Supervising: A guide for creating employee motivation, morale and loyalty*, (Amazon Media EU S.à r.l., 2014)
ASIN B00IIVXN8O [Kindle edition]

Lilley R – *Dealing with Difficult People (Creating Success),* 2nd edition (Kogan Page, 2013) ISBN 9780749466947

Petz J – *Boring Meetings Suck: Get More out of Your Meetings, or Get Out of More Meetings*, 1st edition (Wiley, 2011) ASIN B004V4FGVO (Kindle edition)

Robertson M – *Sustainability Principles and Practices* (Routledge, 2014)
ISBN 9780415840187

Therivel R – *Strategic Environmental Assessment in Action,* 2nd edition (Routledge, 2010) ISBN 9781849710657

Journals and/or magazines

People Management (Chartered Institute of Personnel and Development)

Websites

www.cipd.co.uk - Chartered Institute of Personnel and Development, providing information on the HR profession

www.cips.org - Chartered Institute of Purchasing and Supply, providing information about the procurement and supply sector

www.ehow.com/list_6190694 - eHow article on resource management concepts and techniques

www.entrepreneur.com/humanresources/managingemployees/index115874.html - Entrepreneur magazine, providing tips and hints on managing staff

www.healthyworkinglives.com –NHS Scotland, providing information and advice to help improve health and safety and the wellbeing of everyone at work

www.hse.gov.uk –Health and Safety Executive information on all aspects of health and safety

www.legislation.gov.uk - information on responsibilities related to the Health and Safety at Work Act 1974

www.mindtools.com/pages/article/newPPM_03.htm - Information on how to create and use a Gantt charts

smallbusiness.chron.com/goal-setting-administrative-staff-21935.html – Houston Chronicle article on goal setting for administrative staff

Unit 2: Communicating in a Business Environment

Unit reference number: R/506/8645

Level: 3

Credit value: 5

Guided learning hours: 36

Unit aim

The ability to communicate effectively verbally, in writing and using ICT with internal and external people is vital to the success of any business. Understanding different types of information, user needs and requirements and being able to produce high-quality documentation are crucial to managing information effectively in a business environment. Administrators need to ensure that their communications are fit for purpose and are delivered using the most appropriate medium, taking into consideration the specific circumstances.

It is essential for businesses to manage information and data to identify past and current performance in order to predict and plan for the future. Analysing and presenting essential data will help a business to identify its strengths and weaknesses, therefore informing decision-making and strategic planning.

In this unit, you will learn about the importance of effective communication. You will consider the preparation required, the different communication models and theories and the different types of communications that can be used to best suit the circumstance they will be delivered in. You will explore the need for consistent standards for business communication, and ways to overcome barriers to communication.

You will consider options for using ICT and mobile communication for business communication, including the risks associated with misuse. The increasing use of social media will be included.

Finally, you will develop and demonstrate your ability to communicate business information accurately to an audience using written communication methods and make decisions about the most appropriate forms of communication to meet the business purpose.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the importance of effective communication in a business environment	1.1	Assess the importance of making appropriate preparations prior to communicating in a business environment	□ *Preparations:* purpose; content; method; recipients, audience; importance; confidentiality; timing, e.g. urgent, frequent, repetition □ *Business communication:* features, e.g. clear; appropriate; effective; timely, professional, formal; language; level of detail; organisation standards and protocols; expectations □ *Business environment:* e.g. established organisation with formal approach to business, newly established business with informal approach, scale (multinational, regional, local)
		1.2	Explain the use of communications models and theories that support administration	□ *Communication models:* e.g. Shannon, Berlo, Schramm, components of communication, source, message, encoding, channels, decoding, recipient, context, noise, feedback □ *Communications theories:* e.g. Mehrabian's 'Silent Messages', Birdwhistell's theory of kinesics, Argyle's communication cycle (uses/benefits/application of these theories) □ *Ways of supporting administration:* provide information to interested parties (internal stakeholders, external stakeholders), exchange information, negotiate, persuade, influence, support management decision making, contribute to achievement of business goals

Learning outcomes	Assessment criteria		Unit amplification
	1.3	Evaluate different types of communication formats	☐ *Written formats*: letter; report; bulletin; poster; agenda; minutes; spreadsheets; tables; receipts; invoices; flyers; emails
			☐ *Verbal formats*: face to face; telephone; conference call; recorded
			☐ *Online formats*: social media, e.g. Facebook, LinkedIn, Twitter, YouTube; internet, intranet
			☐ *Evaluation parameters*: formality of communication; context in which communication is to be delivered; speed; audience; message to be communicated; evidence requirement, e.g. to provide a written record
	1.4	Explain the need for consistent standards for internal and external business communications	☐ *Standards:* consistency; use of standardised fonts; templates; document layout; clarity; protocols; telephone scripts; standard telephone greetings
			☐ *Internal communications:* emails; agenda; minutes; reports; posters or notices; internet; intranet
			☐ External communication: letters; reports; invoices; receipts; telephone etiquette; netiquette; meetings; conference calls; extranet
	1.5	Explain ways of overcoming barriers to communication	☐ *Barriers to communication*: e.g. use of jargon, emotions, taboo topics, lack of interest or relevance, distraction, perception and viewpoint, physical disabilities (hearing problems, speech difficulties), body language, language differences (understanding accents), expectations and prejudices (false assumption and stereotyping), cultural differences
			☐ *Ways of overcoming barriers*: focus on the receiver, take the receiver more seriously, crystal clear message, skilfully delivered messages (use of delivery techniques), multiple communication channels, awareness of own emotions and attitude, seven Cs of communication (clarity, credibility, content, context, continuity, capability, channels), understanding needs/backgrounds of audience

Learning outcomes	Assessment criteria	Unit amplification
2 Understand how developments in ICT technology impact on communication in business environments	2.1 Evaluate potential options for the use of ICT and mobile communication devices in business environments	□ *Options to consider:* costs; suitability for purpose; accessibility; adaptability; potential business environments □ *ICT technology:* internet, intranet; extranet; video; audio; photography □ *Mobile devices:* laptops; tablets; smartphones □ *Evaluation parameters:* limit, boundary, context or purpose of activity (comparison of mobile communication devices, assessment of suitability for defined purpose); scope of a particular process or activity and time and resources available, e.g. timescale, staff members, expense budget
	2.2 Explain risks associated with potential misuse of ICT technology and mobile devices	□ *Risks:* misdirected communications; hacking; confidentiality compromised; technological failure; loss or breakdown of equipment □ *Data protection requirements:* Data protection act; risk to intellectual property
	2.3 Evaluate the use of social media tools and channels in business environments	□ *Social media*: e.g. Facebook; LinkedIn; Twitter; YouTube □ T*ools and channels*: e.g. social network, email newsletter, website, keywords, mobile social media, mobile websites, blogs, video sharing, podcasts, forums, social bookmark, online vouchers, image sharing, social gaming, virtual worlds □ *Evaluation parameters*: speed; features; audience; formality of communication; message to be communicated; technological barriers

Learning outcomes	Assessment criteria	Unit amplification
3 Be able to produce written communications for different business purposes	3.1 Justify the choice of written communications for different business contexts	☐ *Fitness for purpose of communication method*: factors, e.g. intended audience (external, internal), information to be communicated, speed, confidentiality, level of formality
	3.2 Produce written communications for different business purposes using the appropriate communication style	☐ *Written communication formats*: e.g. letters; emails; agendas; minutes; reports; tables; spreadsheets; plans; drafts; accounts, bespoke documents ☐ *Communication style: use of* accepted layout and structure of different written communication formats; use of correct spelling, grammar and punctuation; appropriate tone and vocabulary to suit purpose (formal, informal)
	3.3 Confirm the accuracy of written communications	☐ *Accuracy*: ensures that document has correct information; correct spelling, grammar and punctuation; techniques to check accuracy, e.g. proofreading, use of a dictionary, peer review by a colleague

Information for tutors

Delivery

Where possible, this unit should be taught holistically, linking groups of similar criteria together, which will give learners a broader understanding of the topics and issues being discussed.

Learning outcome 1 focuses on understanding the importance of effective communication in a business environment. Learners could gain understanding of the need for preparations by taking part in role-plays comparing examples of well-prepared communications with communications that were inadequately prepared and likely to confuse. Learners must develop an appreciation of models and theories of communication, and a formal delivery approach may be best suited to developing an overall understanding of these. This could be followed up with small group discussions, perhaps focussing on case studies. Learners could work in small groups to consider different communication formats and their suitability for various communications, e.g. urgent, complex, etc. This exercise could be linked to consideration of the need for consistent standards. Role-play based on examples of barriers could be used to help learners appreciate barriers to communication and how they can be overcome.

Learning outcome 2 relates to developments in ICT technology and how this impacts on business communication. Learners can share their own personal experiences of ICT and mobile devices, and relate this to potential options for using technology to communicate. A case study could then allow learners to relate their experiences to selected parameters, and consider the suitability of the chosen technologies. This task could link to the risks associated with misuse of ICT and mobile devices, including the use of social media channels. Learners should be able to access articles in the press or media to support discussions.

Learning outcome 3 considers the production of written communications for different business purposes. Learners could be presented with scenarios containing different types of business information to be communicated. They could then discuss the strengths and weaknesses of different methods for communicating this information before selecting the most appropriate. Learners could also be given examples of different written business communications that they need to critique and check for accuracy. Learners should be given the opportunity to practise using different written communication methods and should be exposed to different written communication templates.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

Centres will devise and mark the assessments for this unit.

For learning outcome 1, learners must understand the importance of effective communication. For assessment criterion 1.1, learners should ensure they cover the required preparations and make reference to business communication features. In AC1.2 they must refer to at least one model and one theory, and relate the evidence used to supporting administration. Both these criteria could be assessed using written and/or diagrammatic evidence. For AC1.3, evidence on communication formats is also likely to be written, and an informal report format could be used for this task. The evidence for AC1.3 could be linked to AC1.4 and one report could be used to address both criteria. Learners could use role-play activities to provide verbal or written evidence for AC1.5, but verbal evidence would need to be supported by an observation record that includes reference to the assessment decision made, and ideally a supporting audio recording. Learners should demonstrate coverage of at least five barriers to communication, and explain how the barriers could be overcome.

Learning outcome 2 addresses developments in ICT technology and impact on business communications. Learners will need to consider several ICT and mobile communication options in AC2.1, and ensure they evaluate the options in relation to the parameters. These could be determined by the assessor or selected by learners. A table format could be used as evidence, as long as sufficient evaluative comments are included. Learners may wish to link their work for AC2.1 with evidence for AC2.2. For AC2.3, learners may prefer to base their evidence on an evaluation of one social media site, but this is not essential. However, they should include discussion of at least seven examples from the amplification section for tools and channels. Evidence could be presented in a number of formats, including the potential use of selected tools and channels, but this is not essential. Evidence can be written or verbal, but any verbal evidence must be supported by an observation record, as outlined in AC1.5, and ideally a supporting audio recording.

Learning outcome 3 considers the selection and production of written communications for different business purposes. For AC3.1, learners could be given a case study or scenario. They will then need to choose the most appropriate method of written communication and justify this choice, giving at least two reasons. For AC3.2, learners should produce a range of different communications using at least three of the formats and appropriate communication style as identified in the unit content. The evidence for these communications should include any drafts produced before the final version. For AC3.3, learners must give examples of ways that they have checked documents to confirm accuracy. They should check at least two different types of document, providing annotations on the documents. This could be supported with a report that explains the methods they have used to confirm accuracy.

Suggested resources

Books

Atkinson I – *FT Essential Guide to Business Writing: How to Write to Engage, Persuade and Sell*, 1st edition (Pearson, 2012) ISBN 9780273761136

Butterfield J – *Illustrated Course Guides: Verbal Communication*, 2nd edition (Cengage Learning, 2013) ISBN 9781133526520

Hasson G – *Brilliant Communication Skills: What the Best Communicators Know, Do and Say* (Pearson Education Ltd, 2012) ISBN 9780273761747

Krieger S – *Documents, Presentations, and Workbooks: Using Microsoft Office to Create Content That Gets Noticed* (Microsoft Press, 2011) ISBN 9780735651999

Reynolds G – *Presentation Zen: Simple Ideas on Presentation Design and Delivery*, 2nd edition (New Riders, 2012) ISBN 9780321811981

Reynolds, G – *Presentation Zen Design: Simple Design Principles and Techniques to Enhance your Presentation*, 2nd edition (New Riders, 2014) ISBN 9780321934154

Sherman A and Elliot-Smith D – *Social Media Engagement For Dummies* (Wiley, 2013) ISBN 9781118530191

Websites

www.agnesday.com/resources/free-social-media-crisis-case-studies – case studies demonstrating what to do and what not to do in a social media crisis

www.bized.co.uk/timeweb – teaching and learning source relating to data handling

www.businessballs.com/presentation.htm – tips for giving verbal presentations

www.computerweekly.com –information for IT users

www.ehow.com/how_6552406_write-business-document.html – support for writing business documents

www.ico.org.uk – information relating to data requirements, obligations and sharing

www.mashable.com/social-media – news and articles on the use of social media

www.socialmediatoday.com – for articles on social media and its uses

www.skillsyouneed.com/ips/barriers-communication.html – article on barriers to effective communication

www.tutorialspoint.com/management_concepts/communication_models.htm – outlines a range of communication models

www.youtube.com – links to videos demonstrating how to use a wide range of social media platforms and how to use social media for promotional purposes

Unit 3: Understanding how to Manage Own Performance and Development

Unit reference number: Y/506/8646

Level: 3

Credit value: 3

Guided learning hours: 21

Unit aim

Personal responsibility at work requires you to be accountable for yourself in relation to the expectations of the workplace and your own role. Many business managers will provide staff with handbooks that clearly outline the organisation's expectations of staff and their responsibilities. If staff fail to meet these expectations there is likely to be an impact on the overall performance of the business, which could potentially lead to redundancies due to falling sales or poor performance. Managers will therefore be concerned to ensure that their employees carry out their own roles to the expected standards.

In order to develop your own performance at work, and to ensure you are meeting business expectations, it is therefore advisable to consider your own situation in the workplace to confirm whether you are meeting your responsibilities effectively.

This unit therefore aims to support the development of your own understanding of the need to manage your responsibilities, as well as the ongoing requirement to develop strategies to improve and maintain your own performance in a business environment.

You will need to reflect on your own current or potential responsibilities and the appropriateness of your behaviours when dealing with others, before assessing how you can manage your own personal performance.

You will also need to consider the significance of planning the development of your own performance and then compare potential approaches to self-assessment. Finally, you will evaluate how feedback from others can result in improvements in your own performance.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand how to manage own responsibilities and behaviour in a business environment	1.1	Outline own responsibilities when working in a business environment	☐ *Meeting own responsibilities*: job description; contract type (permanent, fixed term, temporary, zero hours); staff handbook; reliability; maintaining contacts; legal structure of the business; organisational structures
		1.2	Discuss the impact of own behaviours on others when working in a business environment	☐ *Appropriate behaviours*: interaction with others (colleagues, team members, line managers, senior managers, support staff, clients, suppliers, customers); suitability for different businesses (formal, informal, relaxed, driven)
				☐ *Impact on others*: positive role model (efficient, timely, helpful, reliable, suitable apparel, cooperative, realistic, polite, clear); negative role model (unexplained absence, repeated lateness, unsuitable apparel, inappropriate language, rude, erratic)
2	Understand the importance of performance management	2.1	Explain the importance of managing own performance	☐ *Importance*: benefits to individual (meeting expectations, enhanced employment opportunities, increased confidence, career progression, financial rewards); benefits to business of individual performance (up to date with new developments, responds to new innovations, relevant advice and guidance)
		2.2	Assess options for managing your own personal performance effectively	☐ *Personal performance*: meeting given business targets in relation to a specific business, e.g. Public or Private Limited Company, multinational, sole trader, partnership, charity, public sector organisation
				☐ *Options*: objectives; time management plans; deadlines; communication channels; budget; diary

Learning outcomes	Assessment criteria	Unit amplification
3 Understand approaches to develop and evaluate own performance in business environments	3.1 Explain the importance of planning for the development of own performance at work	□ *Planning*: assessing current personal situation (qualifications, experience, commitments, problems); aspirations; setting personal goals (short term, long term) □ Development: priorities (immediate, future, realistic)
	3.2 Compare potential approaches to self-assessment of performance at work	□ *Approaches to self-assessment*: critical reflection; skills gap analysis; sources of information (in house, external); advice (managers, supervisor, existing practitioners, professional advisers); personal goals; identification of skills and competences needed; individual learning style; quality improvement plan (QIP); adaptability; timescales
	3.3 Evaluate how feedback from others could support improvements in own performance	□ *Feedback from others*: e.g. managers, supervisors, colleagues, team members, clients, customers, family, friends; negative; positive; supportive; targeted; general □ *Improving own performance*: setting SMART objectives; continuous professional development (CPD) (new qualifications, training opportunities)

Information for tutors

Delivery

Where possible, this unit should be taught holistically, linking groups of similar criteria together, that will give learners a broader understanding of the topics and issues being discussed.

Learning outcome 1 expects learners to understand how to manage their own responsibilities and behaviour when working in business environments. If learners have any past or current experience of working in a business environment, they should be encouraged to draw on this experience. Alternatively, a simulated business environment, role-play or case studies could be used to support learner's appreciation of the need to manage their own responsibilities in business environments. Learners could also conduct their own research on the effect of behaviours on others, either individually or in small groups which could lead to a discussion on the appropriateness of behaviours and the implications for others using examples of different behaviours.

Learning outcome 2 requires learners to understand the importance of performance management. A case study could be used to help learners appreciate options for how they might manage their own performance effectively. This exercise could be related to a specific business situation or be more generic. While the focus is on the individual, it is important to appreciate the significance from the business perspective. Small group discussion followed by feedback to the cohort could also benefit learners.

Learning outcome 3 requires learners to understand approaches for development and evaluation of their own performance in business environments. Again, if learners have any past or current experience of working in a business environment, they should be encouraged to draw on this experience for this outcome. A simulated business environment or case studies could also be used effectively to support learner's ability to develop their own performance. Assessment criterion 3.1 expects learners to consider the importance of planning their own development, before they compare options for self-assessment in AC3.2. Teamwork and discussion is likely to be beneficial in allowing learners to share their ideas with other learners and exchange suggestions for improvements in their own performance.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

Centres will devise and mark the assessments for this unit.

For learning outcome 1, learners will need to consider the management of responsibilities and behaviours in business environments. For assessment criterion 1.1 they should refer to documentation that affects the terms of employment such as job descriptions, contract types, legal and organisational structure of a business. Evidence could be a summary document or table based on a simulated business environment or a case study.

For AC1.2, the positive and negative implications for others should be considered. Evidence for these criteria could be linked into one task and could be written or verbal, but must be individual.

For learning outcome 2, learners will need to understand the importance of performance management. For assessment criterion 2.1, learners need to consider options from the amplification section of the unit to support their explanation. Evidence should include discussion of the importance from both the point of view of the individual and a business. For AC2.2, learners should refer to at least one business type, either private or public, which could be a specific organisation to base their work on. Options should be realistic for the situation of learners at present or in the immediate future, and could be based on a case study used in delivery or a simulation.

Learning outcome 3 expects learners to understand approaches to the development and evaluation of their own performance. The evidence for assessment criteria 3.1 and 3.2 could be linked together and learners should include at least four different approaches to self-assessment in their work for AC3.2. The outcome should be written evidence, and could be in a table or spreadsheet format, although other options are possible. Learners should include comments on the benefits or limitations of the approaches they have compared. Finally, for AC3.3, depending on the circumstances of learners, they could either obtain feedback from existing contacts in a business environment or use role-play or case studies to simulate the required feedback. There should be evidence of learners setting their own SMART objectives and suggesting professional development options.

If any verbal evidence is used in the unit, it must be supported by an observation document that is sufficiently detailed to enable internal and external verification to take place.

Suggested resources

Books

Bacal R – *Performance Management 2/E (Briefcase Books Series),* 2nd edition (McGraw-Hill, 2012) ASIN B006N7YEII

Jones P – *Performance Management Pocketbook*, 2nd edition (Management Pocketbooks, 2013) ISBN 9781906610531

Smith B – *Longman Key Skills: Working with Others (Wwo)/Improving Own Learning and Performance (LP)/Problem Solving (ps),* 1st edition (Longman, 2001) ISBN 9780582432185

Websites

www.buzzle.com/articles/self-evaluation-for-performance-review.html - gives a brief appraisal of performance management and a six-step approach for self-evaluation. This is directed to employees, but could be adapted for learners

ezinearticles.com/?Evaluating-Your-Own-Performance&id=3073246 – article suggesting reasons for self-evaluation and how to approach it

humanresources.about.com/od/life-at-work/qt/how-to-improve-your-performance-at-work.htm – article that discusses improving performance

www.livestrong.com/article/14698-accepting-personal-responsibility/ – article that could help learners to reflect on their own personal responsibilities.

www.questia.com/library/psychology/personality-and-emotions/personal-responsibility - article discussing the importance of taking personal responsibility.

Unit 4: Understanding how to Develop and Maintain Productive Working Relationships in Business Environments

Unit reference number: D/506/8647

Level: 3

Credit value: 2

Guided learning hours: 15

Unit aim

Working with other people can be a very rewarding experience as you will be able to easily share ideas and good practice with the people you are working with. As a member of a team, you can benefit from the support and guidance of other people.

People who work successfully together are more likely to achieve their objectives and goals satisfactorily and are more likely to be able to meet deadlines. They will more often enjoy their work and are at a lower risk of stress.

This unit aims to introduce you to the concept of developing and maintaining productive working relationships in business environments.

In this unit, you will learn how to help develop effective working relationships with others in business environments. You will consider the responsibilities of individuals and examine the negative impacts of those individuals not meeting these. You will also explore potential barriers to verbal communication with colleagues. You will learn about techniques for managing conflicts of interest and resolving disagreements with colleagues. Finally, you will investigate the negative impact that conflicts of interest and disagreements can have on individuals or the organisation as a whole.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the requirements for working with others effectively in business environments	1.1	Explain approaches to developing effective working relationships with others in business environments	☐ *Developing working relationships*: organisational structures (reporting lines, chain of command); agreed behavioural standards; offering support and advice; respecting the roles, responsibilities, interests and concerns of colleagues; use of negotiation techniques; working to agreed SMART objectives, targets and deadlines; maintaining open communication channels; equality and diversity; creating a climate of trust and mutual respect
		1.2	Explain the responsibilities of individuals when working with others in business environments	☐ *Responsibilities*: providing others with the information required (communication methods, techniques, formats); consulting on key decisions and activities (decision-making process, collaboration); fulfilling agreements made; providing updates on progress and problems preventing fulfilment of agreements (problem solving techniques); providing and accepting constructive feedback (feedback techniques, seeking feedback); respecting and accepting the views of others
		1.3	Examine the negative impact on individuals and organisations of not fulfilling agreements made with colleagues	☐ *Negative impact:* e.g. loss of trust, alterations to work plans, delays, loss of confidence in decision-making, increased costs, poor staff retention, dissatisfied customers

Learning outcomes	Assessment criteria		Unit amplification
	1.4	Analyse barriers to verbal communications and the potential impact when working with others	☐ *Barriers:* e.g. preconceived ideas; different expectations, experiences, cultures, perspectives, level of understanding; group dynamics; relationships between individuals; negative body language; communication styles e.g. level of assertiveness, level of expressiveness, use of jargons/technical language; poor listening skills; environmental factors such as background noise/distractions
2 Understand how to deal with conflict of interest and disagreements when working with others in business environments	2.1	Assess techniques for managing and removing conflict of interest when working with others	☐ *Conflict of interest*: definition, e.g. conflict between the private interests and the official responsibilities of a person; causes of conflict of interest, e.g. limited resources, departmentalisation, individual differences ☐ *Managing conflict of interest*: techniques, e.g. using organisational policies and procedures, disclosure, removal of individuals from the activity, use of independent objective mediators
	2.2	Explain how to identify and resolve disagreements with colleagues	☐ *Identifying disagreements*: lack of trust, undefined purpose, no standards, inconsistent application of policy, unclear communication, lack of appreciation, feelings of disrespect, loss of productivity, low morale, unstable working environment, high levels of tension, outbursts, arguments and altercations ☐ *Resolving disagreements*: techniques e.g. spot conflict early on, use of mediation, create a positive environment, listen to others, discuss the problem, build and manage relationships, negotiate a solution, agree a solution collectively, reflect on actions or behaviours
	2.3	Examine the negative impact of conflict of interest and disagreements with colleagues on individuals and organisations	☐ *Negative impact:* e.g. negative emotions, inappropriate behaviour, low morale, loss of productivity, poor staff retention, negative perceptions, instability within the organisation, loss of trust, increased costs, customer dissatisfaction

Information for tutors

Delivery

Where possible, this unit should be taught holistically, linking groups of similar criteria together, which will give learners a broader understanding of the topics and issues being discussed.

Learning outcome 1 expects learners to understand requirements for working with others in a business environment. If learners have any past or current experience of working in a business environment, they should be encouraged to draw on this experience. A simulated business environment role-play or a case study could be used to support learners understanding of the requirements of this learning outcome. Small group discussions on ways to develop and maintain effective relationships with others could support learners understanding and could also be related to effective communication. The discussions could also relate to attitudes adopted by different roles, e.g. part time staff, managers. Exemplar job descriptions and case studies could be used to identify the responsibilities of individuals. Learners could then be presented with video clips of individuals not fulfilling their responsibilities and be asked to comment on the likely impacts of these behaviours. Learners will need to appreciate the potential barriers to verbal communications. These could be highlighted using video clips showing individuals experiencing problems communicating verbally. Learners could then be asked to reflect on these problems, drawing out the possible impacts of them.

Learning outcome 2 requires learners to consider how to deal with conflicts of interest and disagreements when working with others. Learners could use a role play exercise to help develop an appreciation of how to identify and resolve conflicts of interest and disagreements between colleagues. This could be supported by the use of video clips and case studies where learners discuss and reflect on the possible negative impacts of these disputes and suggest techniques to deal with them. Alternatively, a guest speaker from a human resources background could talk through the techniques used in a real workplace to identify and resolve disagreements between colleagues and issues with conflict of interest.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements of the unit. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

The centre will devise and mark the assessment for this unit.

For learning outcome 1, learners will need to understand requirements for working with others in a potential or simulated business environment. For assessment criterion 1.1, learners could produce a written report explaining at least three approaches to developing working relationships. This could be linked to the evidence for AC1.4, where learners should provide a methodical and detailed examination of the cause and effect of at least five barriers to verbal communication and the impact these can have on working relationships. Evidence for both assessment criteria could be based on a simulated business environment or a case study. For AC1.2 and AC1.3, learners could reflect on the role-play activities and video clips and produce a guidance document on the responsibilities of individuals in the workplace.

Learning outcome 2 expects learners to understand concepts for dealing with conflicts of interest and disagreements when working with others. Evidence for assessment criterion 2.1 could be based on case studies highlighting conflicts of interest. Learners could produce a guidance document to colleagues on how to identify and manage these conflicts. The document should include examples of two conflicts with techniques identified to manage each. For AC2.2, the evidence could be based on a meeting to address a disagreement using role-play, and resulting in evidence summarising the outcomes and techniques used. The summary should include three examples of how the disagreement was identified and three techniques used or suggested for resolving it. For AC2.3, learners could produce a presentation on the possible negative impacts of conflict of interest and disagreements. The presentation should include at least four possible impacts, covering both the individual and the organisation as a whole.

Suggested resources

Books

Aylott E – *Employment Law* (HR Fundamentals) (Kogan Page, 2014)
ISBN 9780749469740

Kay F – *Smart Skills: Working with Others* (Legend Business, 2011)
ISBN 9781908248077

Kuhnke E – *Communication Skills For Dummies*, UK edition (John Wiley & Sons, 2013) ISBN 9781118401248

Smith B – *Longman Key Skills: Working with Others (Wwo)/Improving Own Learning and Performance (LP)/Problem Solving (ps)*, 1st edition (Longman, 2001) ISBN 9780582432185

Websites

www.acas.org.uk –key source of advice on employee and employer relations.

http://ezinearticles.com/?Working-With-Others-Building-Working-Relationships&id=7123327 –article on working with others (including teams), building relationships, conflicts and giving support and feedback

http://humanresources.about.com/od/workrelationships/a/play_well.htm – article on the significance of building working relationships

www.thegeminigeek.com/what-is-business-environment/ – summarises the factors that build a business environment.

Unit 5:   Principles of Business

Unit reference number: H/506/8648

Level: 3

Credit value: 3

Guided learning hours: 21

Unit aim

Business managers need to understand how to organise and run a business efficiently to ensure that it establishes itself in the marketplace for good and services and develops sustainably into the future.

In this unit, you will learn about the different types of markets that exist and how they influence and are influenced by businesses. You will consider the importance of financial management and budgeting. Businesses need to be financially viable and to control their costs in order to succeed. They also need to generate revenues so you will learn about the importance of the sales and marketing functions that are central to the process of income generation. A clear understanding of business principles will contribute directly to effective management and the achievement of organisational objectives.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand how different businesses operate within markets	1.1	Examine the characteristics of different types of businesses	□ *Types of business*: types of ownership - sole trader; partnership; limited liability partnership; private limited company; public limited company; government department; government agency; independent trust; cooperative; not-for-profit (charitable trust, voluntary organisation)
				□ *Purposes of business*: private sector (making profits, profit maximisation, breakeven, survival, growth, market leadership); public sector (service provision, cost control, value for money, service quality, meeting government standards); not-for-profit (charitable service, support for specific purposes – education, housing alleviating poverty, health care, research)
		1.2	Examine the characteristics of different types of business markets	□ *Market structures*: perfect competition, imperfect competition; oligopoly; monopoly; monopsony; impact of market structures on business pricing and output decisions; price elasticity of demand; responses of businesses to changes in supply and demand
				□ *Regulation of business markets*: regulation as provided by the Competition Act 1998 (Competition and Markets Authority [CMA]), industry regulators e.g. in the energy, water, railways and broadcasting markets (OFGEM, OFWAT, ORR, OFCOM)
				□ The regulatory requirements in place at the time of teaching should be used

Learning outcomes	Assessment criteria		Unit amplification
	1.3	Assess how the goals of a business are affected by market factors	□ *Business goals*: determined by strategy, mission, aims; business goals including profitability using measures return on capital employed, intra-industry comparisons and inter-industry comparisons; growth as measured by sales, share price, and market value; levels of output measured by volume, value in which underlying trends are identified using 'like for like' and 'year on year' comparisons; depth of product and service portfolio/range; market share; market leadership; reputation; technological innovation; employment as measured by numbers, quality, expertise and training; customer satisfaction, care and service □ *Corporate responsibility*: social engagement; ethical behaviour; sustainability □ *Impact of market factors on business goals*: market structure; demand; supply; costs; prices; revenues; profitability
	1.4	Describe the legal obligations of a business	□ *Legal obligations*: legislation and legal structures (sole trader, partnerships, limited company, not-for profit organisations, government owned enterprise); employment law (contracts of employment, pay, tax, national minimum wage, holidays, time off, sickness, maternity/paternity leave, pensions, rights at work, redundancy, dismissal, disciplinary action, working hours); health and safety legislation; consumer protection law (sale of goods, credit agreements, contractual requirements), financial reporting requirements; data protection legislation □ The legislation in place at the time of teaching should be used

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the role of financial management in business	2.1	Explain the importance of financial viability for a business	☐ *Financial viability*: ability of a business to achieve its operating objectives; ability of a business to fulfil its mission and objectives in a sustainable way; profitability; solvency; stability; measures of profitability, solvency and stability ☐ *Importance of financial viability*: maintain operations; provide adequate resources (staffing, equipment, plant and machinery, working capital, facilities, administration); ensure profitability; ensure solvency; maintain adequate cashflows; ensure stability; inform financial planning; inform investment decisions; identify corrective actions
		2.2	Evaluate the consequences of poor financial management for a business	☐ *Financial management*: financial planning (analysis, budgeting, resource allocation, capital asset requirement); financial control (monitoring of income and expenditure, exploitative action, corrective action); financial decision-making (safeguarding, reporting and review) ☐ *Consequences of poor financial management*: adverse impact on profitability, solvency and stability; adverse variances in budgets and business plans; resource inefficiencies and wastage; cashflow problems; overtrading; reputational damage; insolvency; cessation of business operations
		2.3	Explain the purposes of a budget	☐ *Budgets*: financial plans; capital budgets; revenue budgets e.g. master, sales, purchasing, production, cash, marketing ☐ *Purposes of budgeting*: ensuring the achievement of business objectives (departmental, organisational); management of resources; planning, co-ordination; monitoring and controlling of capital, income and expenditure; ensuring financial stability; ensuring sufficient liquidity; supporting efficient business operations; contributing to sustainable business activity; setting targets

Learning outcomes		Assessment criteria		Unit amplification
		2.4	Explain how to manage a budget effectively	☐ *Allocating budgets*: allocate resources to support achievement of business objectives; allocate budgetary responsibilities
				☐ *Monitoring budgets*: purpose of monitoring (measure actual performance in order to compare it with the budgeted performance); collect performance information (manual systems, automated systems); allocate information and data against budget codes and heads
				☐ *Controlling budgets*: track actual performance against budgeted performance; variance analysis; types of variance (absolute; relative); favourable variances with results better than expected; adverse variances with results worse than expected; causes of variances; identification of matters that need further investigation
				☐ *Taking action*: analysis as a basis for taking action; exploitative action for better than expected performance; corrective action for worse than expected performance; performance reporting; identification of issues (requiring no action, requiring immediate action); budget revisions
3	Understand the role of sales and marketing in business	3.1	Explain the principles of marketing	☐ *Marketing*: the process that identifies and anticipates customer needs and satisfies those needs profitably: principles of marketing; marketing mix e.g. the 7 Ps – product, price, place, promotion, people, physical, process
		3.2	Examine the purposes of marketing research	☐ *Components of marketing research*: qualitative research; quantitative research; primary research; secondary research; electronic data collection
				☐ *Uses of marketing research*: measure customer behaviour; identify buying patterns; identify preferences; establish sales trends; measure success of product development; assess brand awareness/reputation; identify changes in markets and emergence of new markets; assess business environment e.g. PESTLE analysis; establish triggers for buyer behaviour; target products/services accurately; increase sales; increase profits

Learning outcomes	Assessment criteria		Unit amplification
	3.3	Assess the value of a brand to a business	□ *Brand*: name; logo; image; design; symbol; key product identifiers; brand language; perceived quality; unique selling point □ *Brand value*: brand equity; consumer perceptions; consumer recognition of brand; cement consumer relationships; promote consumer loyalty; differentiation from competitors; trust in the product/service; market monopolisation; build and protect market share; increase profit margins; brand prestige; increase competitive advantage
	3.4	Explain the value of a sales process to a business	□ *Sales process*: prospecting for sales; identify target market; identifying possible leads; networking; initial contact; business to business referrals; social media □ *Sales approach*: sales calls; mailings; e-shots; qualifying leads; arranging the sales meeting; establish rapport and trust; establish customer needs; gaining understanding; meeting the identified customer needs; establishing the benefits of the product/service; overcoming objections; negotiating; the close; follow-up e.g. after-sales contact; relationship management

Learning outcomes	Assessment criteria		Unit amplification
	3.5	Examine the relationship between sales and marketing	□ *Relationship between sales and marketing*: information sharing, joint planning, alignment, common goals, trust and respect between functions and activities, open communication to achieve common agendas, consultation on important topics, teamwork, shared customer relationship (CRM) functions
			□ *Positive effects of relationship between sales and marketing*: improved customer understanding; feedback from sales team on marketing campaigns to inform future campaign; increased profits; increased sales; increased customer satisfaction; improved product development; increased business innovation
			□ *Negative effects of the sales and marketing relationship*: areas of conflict; cultural (differing mind-sets leading to misunderstanding); economic (profitability versus ease of sale); informational (communication, physical separation); organisational (responsibility, decision making); lack of communication; information not shared; distrust; misunderstanding; conflicting goals; constrained product development; constrained innovation

Information for tutors

Delivery

For learning outcome 1, in formal teaching sessions a tutor can identify some of the theoretical material about businesses and markets. Learners can investigate the different types of business that there are in their own locality, their structures, the goals and the markets in which they operate. A visiting speaker from a local business can make a presentation on the legal obligations of businesses and the impact these have.

For learning outcome 2, formal tutor-led teaching sessions will identify and explain the financial techniques used in business and their purposes. Exercises, practical work and case studies provide opportunities to practise the financial techniques. A finance manager from the institution where there learners are studying can give presentations on subjects such as the importance of financial viability, the consequences of poor financial management and the purposes of a budget, providing a realistic focus for these matters.

For learning outcome 3, learners can use case studies and discussions as involving approaches to learning about marketing and sales. They can investigate the topics by using a project that involves launching a new product in order to examine the marketing and sales processes involved. Different groups of learners can then compare the conclusions they have reached.

Centres must make sure that learners have access to suitable resources such as those outlined in the unit specification and to the specialist tutors delivering the unit.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context as appropriate.

Centres will devise and mark the assessments for this unit. Where possible, this unit should be taught holistically, linking groups of similar criteria together, which will give learners a broader understanding of the topics and issues being discussed.

A range of assessment instruments (assignments) can be used such as (but not confined to) reports, presentations, articles, reflective accounts, discussions, questioning, debriefings on investigative activities, case studies, exercises, simulations and practical work. All assessment methods are acceptable provided the assessment enables learners to produce relevant evidence that can be judged against the assessment criteria.

For the three learning outcomes in the unit, a staged, integrated assignment could be used. The assignment could be based on an investigation of a new software business that needs to become established and to grow its position in the market. This can involve learners in considering the nature of business markets in which software companies operate and the importance of marketing and financial control to its future success. The learning outcomes could be presented as a series of briefing for the owners of the business who have the technical computer expertise but only limited business expertise and experience.

For learning outcome 1, learners could present a report or presentation focussing on different business markets, factors that affect business goals and legal obligations of businesses. They should examine the characteristics of at least three types of business, including purpose and structure and the characteristics of at least three different business markets. Learners should then assess the link between at least five business goals in relation to the market factors. Finally, the report or presentation should describe at least six legal obligations that a business has. This can be based on the new software company scenario, or a specific business that learners are familiar with.

For learning outcome 2, learners could base a written report on the software company scenario or case studies of financially high- and/or low-risk businesses when discussing financial viability and budget management. They should give five examples of the importance of financial viability and at least five consequences of poor financial management. They should explain the purposes of at least three types of budget and describe ways to manage each of these effectively.

For learning outcome 3, learners could create a sales and marketing strategy document to support the establishment of the software company brand. This document should include the intended sales and marketing approaches and processes and how these will relate to each other. The strategy should be supplemented with a rationale justifying why they have chosen these approaches and processes, how these will support the brand and why this is important.

In addition, assessment can be combined with the assessment of relevant outcomes and criteria from other related units such as *Unit 1: Principles of Providing and Maintaining Administrative Services* and *Unit 10: Principles of Budgets in a Business Environment*. This latter approach would require an assessment map to identify where outcomes and criteria are assessed.

Suggested resources

Books

Bevan J, Coupland-Smith H, Dransfield R, Goymer J and Richards C – *BTEC Level 3 National Business Student Book 1 (Level 3 BTEC National Business)* (Edexcel, 2010) ISBN 9781846906343

Bevan J, Dooley D, Goymer J, Richards C and Richards N – *BTEC Level 3 National Business Student Book 2 (Level 3 BTEC National Business)* (Pearson, 2010) ISBN 9781846906350

Brassington F and Pettitt S – *Essentials of Marketing*, 3rd edition (Pearson, 2013) ISBN 9780273727644

Dyson JR – *Accounting for Non-Accounting Students*, 8th edition (Financial Times/Prentice Hall, 2010) ISBN 9780273722977

Fardon M and Cox D – *Accounting* (Osborne Books, 1998) ISBN 9781872962283

Jobber D and Ellis-Chadwick F – *Principles and Practice of Marketing*, 7th edition (McGraw-Hill Education, 2013) ISBN 9780077140007

Reuvid J – *Start Up and Run Your Own Business: The Essential Guide to Planning Funding and Growing Your New Enterprise* (Kogan Page, 2011) ISBN 9780749460600

Journals and/or magazines

Accountancy Magazine (CCH)

Accounting Technician (The Association of Accounting Technicians) – available on subscription

Marketing Week (Centaur Media plc Group)

The Economist (The Economist Newspaper Ltd)

The Times (Times Newspapers Ltd) - All broadsheet newspapers have business sections

Websites

www.accountingtools.com – information on accounting subjects including financial accounting and budgeting.

www.accountingweb.co.uk –accounting news, information and case studies

www.acas.org.uk – the Advisory, Conciliation and Arbitration Service: A government-funded agency that provides advice on employment matters

www.bbc.co.uk/business –current business stories

www.bized.co.uk – learning resources for business subjects

www.bookboon.com/en/economics-ebooks – free eBooks and textbooks for download on a range of business subjects

www.businesscasestudies.co.uk/case-studies/by-topic/external-environment.html#axzz38y8UnKzx – the Times 100: case studies on a range of business subjects

www.gov.uk – Government portal with sections on a variety of business subjects

www.tutor2u.net – learning resources for business subjects

Other

Podcasts

The Bottom Line and World of Business podcasts chaired by Evan Davies or Stephanie Flanders and Peter Day bring together current practitioners to discuss current business matters. Podcasts touch on topics relevant to the unit. They can be downloaded from www.bbc.co.uk/podcasts/series/bottomline/all and www.bbc.co.uk/podcasts/series/worldbiz

Unit 6: Principles of Supporting Business Functions

Unit reference number: K/506/8649

Level: 3

Credit value: 5

Guided learning hours: 40

Unit aim

This unit considers how the work of the senior administrator or office manager and their team supports business functions in an organisation through. There are key activities in any business organisation that must be carried out efficiently and accurately and it is very important that mistakes be kept to a minimum. The functions contained in this unit are common in most businesses and require a high level of accuracy and attention, to detail as any errors could have serious consequences from both a personal and legal perspective.

In this unit you will learn about the factors that must be taken into account when making travel and accommodation arrangements for different members of staff in an organisation. You will explore different types of travel, different needs of a person or persons and financial factors that ensure the most appropriate travel/accommodation option is booked at the right time within the right budget. You will also consider the security issues of anyone travelling away from home.

You will investigate how different types of meeting minutes are taken, their purpose and the legal implications that some minutes may have. You will also consider the importance of taking accurate minutes and the implications of not doing so.

You will explore the processes used when ordering business-related products and services and preserving stock levels while working to organisational procedures and policies in terms of budgets or preferred suppliers. You will consider the evaluation of suppliers in terms of value for money and actual need for the supplies.

Finally, you will consider key elements concerning the organisation of events, such as the planning processes, information requirements and the efficient use of required resources.

Essential resources

There are no special resources needed for this unit, however, centres will need to ensure that learners have access to the internet to ensure they can access travel sites to research travel times and potentially make bookings.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand how to organise business travel or accommodation	1.1	Explain the factors to be taken into account in setting evaluation criteria for the provision of business travel or accommodation	□ *Factors*: level of the traveller(s) in the organisation determining the type of travel or accommodation to be chosen/booked; travel within the UK/abroad; language issues; dates and times of proposed travel; timings required for key documents required, e.g. passport, visas, tickets; number of people travelling; budget for the trip; whether overnight accommodation is required before an early morning flight; transfer time to airport/station; transit timings at airports; train connections; baggage allowances on flights; length of trip; number of destinations to be visited
				□ *Evaluation criteria*: speed of service; ability to obtain the best price travel tickets; ability to book/make amendments/cancel online; access to travel networks and database; ability to provide a one-stop service for all aspects of the travel arrangements
		1.2	Examine financial arrangements relating to business travel or accommodation	□ *Financial arrangements*: pay on departure; pay with company credit card; tickets on departure; collection at train station or airport; sending tickets to the office for later distribution; arrange petty cash in advance for the traveller(s), e.g. Sterling, foreign currency, travellers cheques; subsistence allowance or expenses allowed; company policy on payment for meals, snacks, taxi fares

Learning outcomes	Assessment criteria		Unit amplification
	1.3	Explain different travel or accommodation-related needs and services	☐ *Needs*: documentation, e.g. passports, visas, tickets on departure, payment of tickets, e.g. use of company credit card, payment on account; medical requirements; petty cash, local currency, traveller's cheques, company credit card; subsistence arrangements for trip
			☐ *Services*: airport/station parking; airport transfers; use of an interpreter at final destination; preparation of an itinerary; early check out; business centre access; travel agent services
	1.4	Discuss different types of travel or accommodation arrangements that could be made	☐ *Travel and accommodation arrangements:* types of travel, e.g. train, aeroplane, car; class of travel/type of car; accommodation type, e.g. motel, budget hotel, luxury hotel; location, class, cost - dependant on level of traveller in the organisation; meal arrangements in accommodation, e.g. including/excluding breakfast, half board
			☐ *Service arrangements*: meet and greet at the destination airport or station for onward transfer to hotel; car parking at airport or station; provision of cash before the trip; provision of an itinerary for the traveller; delivery of tickets to office or collection on departure
	1.5	Explain the scope of legal and organisational security and confidentiality requirements relating to business travel or accommodation	☐ *Security and confidentiality requirements*: carrying confidential documentation, electronically or hard copy; use of laptops/flash drives (USB) while travelling e.g. laptops should have passwords activated/encrypt data while travelling, all laptops should be carried as hand luggage if being taken on board a plane, laptops should be placed in the boot of a vehicle or be out of sight at all times when travelling in a vehicle; holding the correct travel documentation; use of filters on laptop screens to ensure confidentiality; disclosure of traveller contact details; transport arrangements for travellers when visiting volatile countries, e.g. driver to meet at airport; checking travel advice websites for potential security issues e.g. Home Office

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how to take minutes of meetings	2.1	Explain the purpose of meeting minutes	☐ *Purpose of meetings minutes*: provide written record of items discussed, procedures followed and outcomes reached; records motions made and actions taken by members; evidence that actions were taken in accordance with procedures; identifies staff and time allocated to each agreed action; protect the organisation and people who participate in the meeting; provide stakeholders with information; formal record of attendees and absentees; clarity of actions if challenged; informing targeted deadlines progress; information updating general and company strategies; providing product development updates
		2.2	Assess the legal implications of meeting minutes	☐ *Legal implications of meeting minutes:* minutes may be examined in the event of legal action, minutes may be examined in the event of financial audit, minutes can be subject to Freedom of Information Act 2000 requests, if actions are challenged, liability for an action may be shifted from the individual taking the action to the decision agreed by a group, decisions demonstrate that all members of the group agreed an action
		2.3	Explain the importance of accuracy in minute taking	☐ *Accuracy*: one official version of decision made to avoid misunderstandings, clarity on agreements made; minute note taking role includes checking accuracy at meeting, ensures all delegates agree on items recorded, action points agreed checked at next meeting, clarity on status of outstanding items recorded, challenges completion of actions before the meeting; minutes of board meetings may be required for auditing and tax purposes; minutes shared with non-attendees for information

Learning outcomes	Assessment criteria		Unit amplification
	2.4	Describe what should and should not be included in different types of meeting minutes	☐ *Formal company meeting minutes*: title of meeting, time, date, location, number of persons present, proxy voters (usually for company annual general meeting), names of persons attending, confirmation of a quorum (required number when voting on a resolution), telephone attendees (conference call), details of actions taken, exact wording of a resolution made, names of nominator and seconder of motion, outcome of resolution voting or a nomination (re-election of a director), any other matters, time and reason meeting adjourned, signed off by chairperson ☐ *Informal company meeting minutes*: title of meeting, time, date, location, names and roles of persons present, purpose of the meeting, telephone attendees (conference call), accurate notes, clear actions to be taken and agreed, date of next meeting, signed off by meeting leader/chairperson ☐ *Not included in minutes (all types of meeting)*: verbatim transcript of discussions, unclear actions, details of any presentations given, resources used
	2.5	Describe the responsibilities of the minute taker in a meeting	☐ *Responsibility*: clarifying points with the Chairperson; summarising discussions and recording accurate actions; record proposer and seconder of motions; recording attendance, late arrivals and early departures; recording outcomes of voting; check each agenda item is being covered; confirm quorum present; alert to confidential items
	2.6	Explain why it is necessary to record who proposed and seconded suggestions and changes	☐ *Key terms*: motion; proposer; seconder; resolution ☐ *Documenting who proposed, seconded and changes*: written documentation if contested; record of change is available

Learning outcomes			Assessment criteria		Unit amplification
3	Understand how to order products and services	3.1		Describe procedures for the ordering and supply of products and services for an organisation	☐ *Organisational procedures*: procedures for purchase, storage and usage of supplies; ordering (placing orders with suppliers, terms and conditions that are required, adding new suppliers to an approved list); store and distribute supplies to meet user needs; interpreting organisational procedures; knowing limits of responsibility
		3.2		Describe how to write a specification for a product or service	☐ *Specification*: definition, i.e. statement of needs to be satisfied by the procurement of external resources; legal agreement of basic requirements (capacity meaning each party must be legally capable of making the contract, offer – this can be written or verbal but must be specific and related to a stated price, acceptance must be communicated to the person who makes the offer, consideration means the contract must involve some kind of payment, and intention to create legal relations); terms of the contract may be express or implied; termination of the contract can be ended by performance, agreement or breach; negotiate best value for money
		3.3		Explain the purpose of selecting products and services that represent best value for money	☐ *Purpose of selecting products and services*: importance of sourcing quality products and services that meet specifications; requirements of organisation's procedures (an approved supplier list, comparing sources of products and services, a limit on the amount of stock held, storage arrangements to keep stock in good condition, specific purchase ordering system with authorised signatories); create and maintain effective working partnerships with suppliers to improve quality and cut costs
		3.4		Assess the benefits of reviewing procedures for ordering products and services	☐ *Reviewing ordering procedures*: benefits, e.g. improving efficiency, obtaining better value for money, negotiating terms and conditions

Learning outcomes		Assessment criteria		Unit amplification
4	Understand how to organise events	4.1	Explain the characteristics, requirements and purposes of different types of events	*Purposes of different types of events* □ *Staff training, workshops and presentations:* in house, e.g. new procedures or systems, practical skills, presentation of company information; giving one-to-one experience or training several staff at one time; external training on new equipment; demonstrations; arranged for individuals or several staff □ *Exhibitions, trade fair stands and product launches:* arranged to bring company and product information to customers; demonstrations/ product and services literature/presentations by sales staff to give understanding and awareness to customers and members of the public; facility to answer questions and gain feedback from customers, gain market research □ *Conferences:* internal or external; brings large groups together, e.g. staff and/or customers; information giving; external speakers, different workshops giving options to attend more than one □ *Requirements for events:* dependent on type and size of event, location (internal or external), costs and budget, facilities, e.g. rooms, catering, presentation equipment, other resources required; alternative venues; overnight accommodation; transport, car parking; presenter, presentation materials, information documentation, product samples; marketing to external companies or invitations to internal staff; event programme

Learning outcomes	Assessment criteria		Unit amplification
	4.2	Assess the types of information and information sources needed to organise an event	□ *Information required:* clear objectives of event, event plan; current legal requirements; law of contract, e.g. with venue, external speakers, suppliers; agreements, consumer protection, health and safety; cost analysis, allocated budget, comparing costs, final costs; number of delegates □ *Information sources:* alternative available venues and costs, availability of required facilities; information on relevant and available trainers/speakers/external companies, presentation materials from outside organisations, materials from staff contributing; contact details for delegates
	4.3	Explain how to plan an event	□ *Planning an event:* set event objectives and event programme; liaise with presenters (internal or external depending on event); location for event, compare costs of different venues providing size, facilities, catering, adjacent accommodation, accessibility to public transport and resources required; plan all costs and agree final budget; make bookings; send out invitations with event programme and any other relevant information; record acceptances; prepare or receive event presentation materials; final delegate list; advise venue final numbers
	4.4	Discuss the identification of appropriate resources from an event plan	□ *Resource planning:* the event itself identifies location and size of venue, the purpose and number of delegates expected or invited indicates size and number of room(s) required (lecture theatre and/or breakout rooms), layout of rooms dependent on style of presentation, e.g. lecture, participation of delegates, workshop/discussions, theatre, boardroom, small tables for discussion groups; equipment for presentations depends on type of materials being used, e.g. projector, laptop, flip chart, display stands; delegate packs, e.g. information documents, printouts, pens, papers, goodies (depends on number of delegates attending); catering requirements (dependent on number of delegates attending, dietary requirements, formality of event, time of event)

Learning outcomes	Assessment criteria		Unit amplification
	4.5	Describe the likely types of information needed by delegates before, during and after an event	*Type of information* ☐ *Before the event:* invitations including all event details of programme, time, date, venue, location map, catering arrangements, accommodation if relevant and available, transport details, pre-event documentation, how to book and deadline for returning booking, confirmation of booking, special requirements ☐ *During the event:* direction signs at the venue to event room, signing-in attendance sheet, name badge, delegate pack; domestic arrangements during the event, including any fire drills and emergency exit routes; any additional information at time of presentations ☐ *After the event:* follow up minutes if event is a meeting; supplementary information promised by presenters; evaluation questionnaire on the actual event; feedback on questions raised

Information for tutors

Delivery

This unit can be delivered using a variety of methods including group discussion, role-plays, case studies, videos, independent research using a variety of mediums, visiting speakers and external visits to relevant organisations where appropriate.

Where possible, this unit should be taught holistically, linking groups of similar criteria together, which will give learners a broader understanding of the topics and issues being discussed.

Learning outcome 1 could be delivered using a presentation, allowing learners to discuss different factors, financial arrangements/budgets and legal requirements that need to be taken into account when looking to book travel arrangements. Learners could take part in group discussions to identify different travel and accommodation needs for their travellers and include different types of arrangements that could be made. This could be combined with learning outcome 2, where an informal meeting could take place within the groups and minutes could be taken.

Learning outcome 2 could be delivered using case studies and video clips identifying good and bad practice relating to the taking of minutes. A presentation could be prepared to explain the purpose and legal implications of minutes and this could be followed up with case studies to highlight why accuracy in the taking of minutes is important and the implications of bad practice and inaccuracy. Group discussions could be used to highlight responsibilities and re-affirm why these responsibilities are important.

Learning outcome 3 could be delivered through a series of presentations that describe procedures for ordering products and services in an office environment and how to write a specification for a product or service. Case studies could be used to highlight how products and services are selected to give the best value for money and to identify best practice when ordering products and services. Delivery could also be enhanced by the addition of a visiting speaker from a procurement department of a local business, or alternatively a visit to an appropriate organisation where learners could witness the key activities taking place.

Learning outcome 4 could be delivered by learners organising an event for charity or some other good cause. They could work in small groups developing the ideas, resources and plans and through an assignment based series of tasks organise an event. This event may not actually take place, but learners will get the opportunity to go through key activities required to organise an event and to reflect on their experiences.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

The centre will devise and mark the assessment for this unit.

Learning outcome 1 could be assessed using an assignment or report that allows learners to research and book different types of travel and accommodation. The report should cover at least four factors that need to be considered when choosing business travel provision, details of at least two relevant financial arrangements, the different needs and requirements of their travellers and any security and confidentiality requirements that may need to be considered when arranging business travel or accommodation. As part of the assignment, learners could be given an in-tray exercise that allows them to research and book different types of travel and accommodation that could be undertaken by different members of staff in an organisation.

For learning outcome 2, learners could produce a report that clearly explains the purpose of meeting minutes. This report should include detailed explanations of different types of meeting where minutes are taken and at least four purposes of these minutes, including any legal implications. Learners could create a factsheet or booklet for new administrators that includes guidance on ensuring accurate minutes are taking during meetings and hints and tips on the structure, composition, responsibilities and requirements of different types of meeting minutes and those who prepare them. Learners should record at least three examples of what should and should not be included in two different types of meeting minutes.

For learning outcome 3, learners could produce a report on appropriate product-ordering procedures and writing product specifications. The report should give detail about ways to ensure value for money and correct selection of products from suppliers. Learners could be asked to write a specification to match a given brief. This could be supported with a report on the importance of reviewing procurement procedures at regular intervals.

For learning outcome 4, learners could produce a handbook for senior business administrators giving guidance as to how to organise different types of events following company procedures. The handbook should include at least four clear explanations of different types of event, along with their features and characteristics. The handbook could make reference to the potential for having to book resources for an event, especially if it is taking place outside of the organisation at an external venue. Reference could be made to the different types of information that delegates will require before, during and after an event. This information could be presented in the form of a list, with a detailed explanation of each alongside each bullet point.

For assessment criterion 4.2, learners could produce a checklist/to do list for administrators to follow when organising an event. It could incorporate the objectives of the event and include location, special requirements, size of rooms and so on, and could be used alongside a project management tools used to organise the event. Instructions for using the project management tools could also be given along with other useful suggestions.

Suggested resources

Books

Capell L – *Event Management for Dummies*, 1st edition (Wiley, 2013)
ISBN 9781118591123

Conway D – *The Event Manager's Bible: The Complete Guide to Planning and Organising a Voluntary or Public Event*, 3rd edition (How To Books, 2009)
ISBN 9781845283032

Craven R and Golabowski L – *The Complete Idiot's Guide to Meeting and Event Planning,* 2nd edition (Alpha Books, 2006) ISBN 9781592574629

Friedmann S – *Meeting and Event Planning for Dummies* (Wiley, 2003)
ISBN 9780764538599

France S – *Definitive Personal Assistant & Secretarial Handbook: A best-practice guide for all secretaries, PAs, office managers and executive assistants,* 1st edition (Kogan Page, 2009) ISBN 9780749453459

Gutmann J – *Taking Minutes of Meetings (Creating Success),* 3rd edition (Kogan Page, 2013) ISBN 9780749467241

Watkins B and Parton N – *NVQ/SVQ Level 3 Business & Administration Candidate Handbook (NVQ Administration)*, 1st edition (Heinemann, 2011)
ISBN 9780435046880

Journals and/or magazines

Event (Haymarket Media Group Ltd) – exhibitions and live events information

Websites

abta.com/resource-zone/ – Association of British Travel Agents, provides travel advice and resources

www.allbusiness.com/operations/facilities-office-management/3779140-1.html – information on office management basics

www.bookingbuddy.co.uk/ – travel-booking service

www.gov.uk/browse/abroad/travel-abroad – advice when travelling abroad

www.gov.uk/foreign-travel-advice – government site giving hints, tips and advice on travel

www.instam.org/ – Institute of Administrative Management

www.themeetingminutes.com – information on the purpose of minutes and the legalities around keeping accurate minutes

Unit 7: Principles of Customer Service

Unit reference number: D/506/8650

Level: 3

Credit value: 4

Guided learning hours: 24

Unit aim

Customer service is of increasing importance to businesses, as customers can now easily access products and services from a wide global market. Businesses that fail to provide adequate customer service are likely to experience a significant loss of business turnover, which could potentially result in the closure or takeover of the business.

In this unit, you will develop an understanding of the principles that underpin customer service and gain an appreciation of the role of customer relationship management (CRM).

You will look at different customer service models and standards and consider the expectations of customers in relation to customer service, and the value of measuring customer service provision. You will also learn about the significance of consumer-related legislation.

You will become familiar with the purpose and application of customer relationship management (CRM), and how this can be supported. You will learn how customer relationship management (CRM) benefits the interactions of internal and external customers, as well as other stakeholders. You will be expected to be able to demonstrate the use of benchmarking and other techniques with a view to making improvements to customer relationships, and assess potential benefits of customer relationship management for retaining customers.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the principles and practices underpinning customer service delivery	1.1	Describe the different customer service models and standards	□ *Customer service models*: strategy and culture; people; processes □ *Customer service standards*: timeliness; accuracy; appropriateness
		1.2	Outline the key expectations customers will have in relation to customer service provision	□ *Customers*: first time buyer; regular buyer; frequent buyer □ *Customer expectations*: e.g. personal past experience (good, bad); recommendations received; recent advertisements; length of time organisation has been trading □ *Customer service provision*: face to face; in store; office based; online
		1.3	Assess the value of measuring customer service provision in different types of business organisations	□ *Customer assessment*: quality; image; price; service □ *Measuring customer service*: self-assessment; competitor analysis; feedback; complaints □ *Value*: weaknesses and strengths identified; basis for development of new strategies □ *Business organisations*: e.g. public or private sector, multinational businesses, national and regional chains, small independent businesses
		1.4	Explain the implications of consumer related legislation for customer service provision	□ *Implications*: need for compliance; risk of inadvertent non-compliance; keeping up to date with current legislation □ *Consumer related legislation*: Trade Descriptions Act 1968; Sale of Goods Act 1979; Consumer Protection Act; Sale of Goods and Supply Act 1994; Unfair Contract Terms and Conditions Act 1977; Unfair Terms in Consumer Contracts Regulations 1994; EU Consumer Rights Directive

Learning outcomes	Assessment criteria	Unit amplification
2 Understand customer relationship management (CRM)	2.1 Describe the purpose and application of customer relationship management (CRM), and how it can be supported	☐ *Purpose*: competitive opportunities; mutual benefits; building consumer confidence; segmentation options ☐ *Application*: use of software; internet capabilities for managing customer relationships; email addresses database ☐ *Support*: data collection; retail and call centre agents; feedback
	2.2 Explain how CRM benefits the interaction of internal and external customers and other stakeholders	☐ *Customer interaction through CRM*: internal customers; employees; external customers (not employed by or connected to the organisation); suppliers; other stakeholders, e.g. franchises; subsidiaries ☐ *Benefits*: brand loyalty; reward schemes; data reliability
	2.3 Demonstrate the use of benchmarking and other techniques to improve customer relationships	☐ *Benchmarking*: in relation to direct competitors; other businesses; other regions; global markets ☐ *Other techniques*: personalisation; free delivery; free returns; refunds; loyalty schemes
	2.4 Assess the potential benefits of CRM and the overall significance for customer retention	☐ *Potential benefits of CRM*: new markets; variety of customer groups; improved communications; weaknesses identified; impact on sales figures ☐ *Customer retention significance*: rapid contact with potential customer groups; opportunities for advertising special offers or reductions; potential for rapid feedback from customers

Information for tutors

Delivery

Where possible, this unit should be taught holistically, linking groups of similar criteria together, which will give learners a broader understanding of the topics and issues being discussed.

Learning outcome 1 develops learners' understanding of concepts and principles underpinning customer service, by considering different customer service models and the standards needed for customer service provision. For assessment criterion 1.1, learners could work in small groups to gather information for this task. They may be able to develop this work further in AC1.2 to include the key expectations customers have of customer service provision. This could be linked to AC1.3, where they need to consider how different types of business organisations could assess the value of measuring customer service provision. Use of a suitable case study would be beneficial here. Learners will need to appreciate the implications of consumer related legislation and it effect on customer service provision (AC1.4). Role-plays or case studies could also help learners to understand the implications of legislation for customer service provision.

Learning outcome 2 focuses on customer relationship management (CRM). Learners could benefit from group discussions to share any experience they have had in being contacted by organisations using customer relationship management (CRM).They could then reflect on the experience from their own perspective.

The use of case studies highlighting the effective and ineffective use of CRM would be beneficial. These case studies should cover businesses across a range of sectors and sizes. Benchmark data should also be made available for learners to utilise and comment on in preparation for the assessment.

If possible, visits to businesses already using customer relationship management techniques (CRM), or invitations to guest speakers, would be helpful in the development of learners' appreciation of these techniques.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

Centres will devise and mark the assessments for this unit.

For learning outcome 1, learners will need to demonstrate they know the principles and practices for customer service provision delivery. For AC1.1, it could be useful to relate the models and standards to customer service in a business with which learners are familiar. Evidence for AC1.2 could include use of role-plays and evidence could be related to the examples from AC1.1, although this is not essential. Evidence can be written or verbal, but any verbal evidence should be collected in the form of an observation record that is sufficiently detailed to enable internal and external verification to take place. It would also advisable to use audio or video recording equipment as additional supporting evidence, e.g. a smartphone or Dictaphone.

AC1.3 evidence must include an assessment of the value of measuring customer service provision and must relate to at least two types of businesses, including both private and public sector organisations. A report format could be used to provide evidence, or alternatively learners could deliver a PowerPoint presentation. For AC1.4, learners should refer to the legislation listed in the amplification section of the unit in their work, but may prefer to focus on two or three acts or regulations in more detail, rather than attempt to cover a large number of acts and regulations. The evidence could be based on a case study. An informal report or table format could be used for evidence, but alternative options would be acceptable.

Learning outcome 2 could be assessed through a written report into the use of customer relationship management (CRM). For assessment criterion 2.1, learners will need to consider the purpose and application of managing CRM relationships and how it can be supported. Learners should identify the use of CRM by a small or medium-sized business (SME) and a large corporation. They can them compare the purpose and application of the CRM to understand if there are differences.

Learners should not be expected to use sophisticated IT software programmes themselves in this unit, but they could benefit from individually creating a brief IT based survey on a selected topic and using feedback from other people to see how useful the survey information would be to them.

For AC2.2, learners will need to appreciate the benefits of interaction between internal and external customers and businesses, as well as other stakeholders. A suitable case study could help to develop their understanding. They should identify at least three benefits of CRM in this context.

Learners also need to understand the use of benchmarking and similar techniques to help improve customer relationships in AC2.3. Tutors could provide benchmark data for learners to utilise and comment on in preparation for the assessment of this task.

In AC2.4, learners will need to develop an appreciation of the significance of CRM on customer retention. Their responses should indicate at least two direct positive and two direct negative links between the use of CRM and customer retention.

Suggested resources

Books

Arden TG and Edwards SE – *Best Practice Guide for Customer Service Managers: An Activity-based Workbook for Leaders of Teams That Strive for Service Excellence (Customer Service Best Practice Guides)* (Customer 1st International, 2009)
ISBN 9780954874421

Heppel M – *Five Star Service: How to Deliver Exceptional Customer Service (Prentice Hall Business)*, 2nd edition (Pearson Education Ltd, 2010)
ISBN 9780273734383

Leland K and Bailey K – *Customer Service for Dummies* (John Wiley & Sons, 2006)
ISBN 9780471768692

Watkinson M – *The Ten Principles Behind Great Customer Experiences (Financial Times Series)*, 1st edition (FT Publishing International, 2013) ISBN 9780273775089

Websites

www.businessballs.com/crmcustomerrelationshipmanagement.htm – Customer Relationship Management (CRM) requirements

customerthink.com/5_principles_of_customer_care/ – guide to the principles of customer care

www.destinationcrm.com/Articles/CRM-News/Daily-News/What-Is-CRM-46033.aspx – Destination CRM

www.instituteofcustomerservice.com – Institute of Customer Service

www.teamtechnology.co.uk/customerservice.html – article on how organisations can change customer service into customer relationship management

Unit 8: Principles of Supporting Change in a Business Environment

Unit reference number: K/506/8652

Level: 3

Credit value: 4

Guided learning hours: 21

Unit aim

Rapid changes to the way we live and work today are an ongoing feature of modern life. The continual development of new technologies has led to an expectation that regular changes are required in business environments to ensure survival and success. New structures or innovations are therefore likely to lead to the implementation of changes in working practices in an organisation and staff will need to be able to respond and adapt to these.

In this unit, you will develop an understanding of the need for change and how managers and others might respond to proposals for change. This will lead to a consideration of the need to plan for changes and the impact change can have in business environments.

You will consider how innovations can lead to change, and the ways businesses are able to make use of new resources and opportunities to support these innovations. The benefits, risks and implications associated with innovations will be discussed. You will investigate how change management models can support the implementation of change, and ways to overcome barriers to the introduction of change.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the response to change in business environments	1.1	Assess how managers, employees and other stakeholders could respond to a proposal for change in a business environment	□ *Change*: modernisation; new working practices; price reductions; availability; new functionality; new processes; major, e.g. move to new premises in another region, significant redundancies; minor, e.g. changes to reporting lines, amendments to policy documents □ *Responses*: positive; negative; accepting; angry □ *Stakeholders*: internal (permanent staff, temporary staff); external (suppliers; clients) □ *Business environment*: public or private sector; SME enterprise; multinational; established business; new enterprise
		1.2	Explain the purpose of advance planning for future changes in business environments	□ *Purpose*: collation of information; opportunities to consult; more time to react; analysis of likely impact(s) □ *Planning activities*: reasons for changes; leadership established; desired outcome identified; timescale set (immediate, short term, medium term, long term)
		1.3	Evaluate the impact of change in a business environment	□ *Impact of change*: staff; customers; processes; suppliers; minor; extensive; positive; negative; underpinning factors, e.g. inefficiency, market trends, competition, costs

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how innovation can lead to changes in business environments	2.1	Examine the nature of innovation in business	□ *Innovation:* the introduction of new products/services and processes, contributes to business success through producing and supplying new and improved products and services; establishing a demand for new and improved products and services; increasing revenues; lowering production costs; increasing profits; increasing employment; gaining market share from competitors; providing technical leadership; monopolisation through the patents, licenses and copyrights
				□ *Types of innovation:* product – to meet a potential or actual demand; service – to meet a potential or actual demand; process – to improve the production and distribution of goods and services; business model – to structure business operations effectively to take advantage of organisational developments and ensure sustainable and profitable activity
				□ *Reasons for innovation:* business improvement (profitability, growth, productivity, efficiency, cost control); maintain and extend competitive advantage; response to changes in the environment (internal, external); need to counteract the product/service lifecycle stages of maturity, saturation, and decline
				□ *Sources of innovation:* company in-house research and development; university partnerships and research; industrial sector research and development; invention - products/services and processes; takeovers; licensing and acquisition of patents, copyrights, trademarks and intellectual property
				□ *Opportunities:* expansion (markets, staff, branches); new developments (product range, services)

Learning outcomes	Assessment criteria		Unit amplification
	2.2	Assess the purposes of the different stages in the innovation process	☐ *Product/service innovation development process*: product/service idea or concept, design, development, test, implement; business analysis (selling price, estimating sales volume, estimating profitability and break-even point, potential return on investment); market identification, size, segmentation, customer perceptions, product/service adoption groups, market testing, promotion, launch; evaluation of live innovation ☐ *Process innovation*: process identification, analysis, design, testing and implementation; use of information technology in e-commerce, CAD/CAM, additive manufacturing, data mining and analysis; alignment and integration of processes with established processes
	2.3	Evaluate the impact of innovation on businesses	☐ *Benefits of innovation*: business improvements (profitability, productivity, efficiency, cost control); growth; new markets; maintain and extend competitive advantage; reputational enhancement; employment opportunities ☐ *Risks of innovation*: failure to meet commercial requirements (insufficient sales, decline in customer base); failure to achieve a return on investment; failure to meet operational requirements (quality, cost, scheduling, service, resource); investment write downs; resistant organisational culture; legislative changes; redundancy ☐ *Implications*: impact on corporate strategy, role of stakeholder engagement (internal/external); corporate social responsibilities; attitudes to change; uncertainty; employee skills and training requirements; customer perceptions

Learning outcomes	Assessment criteria		Unit amplification
3 Understand implementation of change in a business environment	3.1	Explain how change management models can support implementation of change	□ *Change management models*: Lewin's 3 Stage Change Model; Kotter's 8 Steps to change; Kubler-Ross 5 Stage Model; ADKAR Model; Bridge's Transitional Model
	3.2	Explain how implementation of change occurs in a business environment	□ *Implementation*: consultation; processes; realistic; timely; timescales; manager and employee involvement; reassurance; adaptation □ *Changes*: innovation; impact; affect; positive; negative
	3.3	Suggest ways to overcome barriers to change	□ *Barriers to change*: established traditions; attitudes; fear of the future; lack of clear reasons or processes for making change; uncertainty, e.g. current of potential upheaval in economic, political or social environments □ *Overcoming barriers*: clarification; explanations; reassurance; negotiation; consultation; timeframes

Information for tutors

Delivery

Learning outcome 1 requires learners to understand the need for change in business environments. They could use a case study to develop their understanding of potential responses to change. Learners could benefit from imagining himself or herself as a manager, employee or even an external stakeholder of a business undergoing change and discuss how they might respond to various proposals. If learners have personal experience of introduction of a change that they were not able to influence, even if it is not business related, they may be able to reflect on how they felt about the change. Learners could gain an appreciation of the need for advance planning for future changes by developing plans for imaginary changes to their own college. This could be developed to include a discussion about how these changes would affect the college.

Learning outcome 2 focuses on how innovation can lead to changes in business environments. Role-play or a case study could be used to develop learners understanding of using resources and taking new opportunities. Learners could base this on a suitable idea for an innovation, which could then be developed from the plans and discussion in learning outcome 1. This could include sharing ideas on how innovation can lead to changes. Learners could hold small group discussions about an innovation, including potential benefits and risks. Business broadcasts from the Open University and the BBC often focus on business development especially in respect of innovation and change.

Learning outcome 3 is about understanding implementation of change in a business environment. Learners will need to be introduced to all the change management models listed in the amplification section of the unit, but it would be advisable for learners to only select two or three of the models, and to discuss their use in greater depth with the tutor and other learners. Learners could refer back to the ideas they had when they were considering learning outcome 1, and consider how change has been implemented in their own school or college and how barriers to change have been overcome.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

Centres will devise and mark the assessments for this unit. Where possible, this unit should be taught holistically, linking groups of similar criteria together, which will give learners a broader understanding of the topics and issues being discussed.

Learners could provide verbal and/or written evidence, but any verbal evidence should be collected in the form of an observation record that is sufficiently detailed to enable internal and external verification to take place. It would also be advisable to use audio or video recording equipment as additional supporting evidence, e.g. a smartphone or Dictaphone.

Learning outcome 1 expects learners to understand the need for change in business environments. Learners should select a real or potential example of a change in a business environment for assessment criterion 1.1 that could be either private or public sector, and assess how staff and other stakeholders might respond to the proposal. It is acceptable to use a specific business that is familiar to learners, if preferred.

Evidence is likely to be written and an informal report or a table format could be used, although other options are also suitable. AC1.2 considers advance planning for future change. Learners might want to include examples of advance planning for a specific change, or treat this assessment criterion more generically.

For AC1.3, learners may want to select a specific change in a business as an example. Evidence for the impact of change could then be developed based on their own college.

Learning outcome 2 requires learners to understand how innovation can lead to changes in business environments. Evidence for assessment criterion 2.1 should include consideration of the types of change that can happen in business and the opportunities these changes can create. This could be in relation to an example of a new innovation, either real or imagined. The task can therefore be linked to requirements for AC2.2 evidence, using the same innovation to base the evidence on. For AC2.1, learners should examine at least three types of innovation and the reasons/purposes behind these. Learners should identify at least two sources of innovation. For AC2.2, they should assess all common stages of the innovation process, from initial concept through to evaluation of the 'live' innovation. Finally, for AC2.3, they should review at least three impacts (positive or negative) of innovation on business.

Learning outcome 3 expects learners to understand the implementation of change in a business environment. Assessment criterion 3.1 requires explanation of change management models. Learners are advised to select two or three models as examples for this work. Evidence could be a written, e.g. an informal report, and could be based on learners own schools or colleges. The report could also cover AC3.2 and AC3.3. For AC3.2, learners should consider at least four stages or processes that occur as part of the change implementation. For AC3.3, learners should identify at least three barriers to change and suggest ways to overcome these.

Suggested resources

Books

Coyne I – *Make Change Happen: Get to Grips with Managing Change in Business*, 1st edition (Pearson, 2014) ISBN 9781292014746

Kotter JP – *Leading Change* (Harvard Business Review Press, 2012) ISBN 9781422186435

Lammiman J and Syrett M – *Successful Innovation: How to Encourage and Shape Profitable Ideas* (Economist Books, 2002) ISBN 9781861972859

Mckeown, Max – *Truth About Innovation: A Small Book About Big Ideas*, 1st edition (Pearson Education Ltd, 2008) ISBN 9780273719120

Reuvid J – *Start Up and Run Your Own Business: The Essential Guide to Planning Funding and Growing Your New Enterprise* (Kogan Page, 2011) ISBN 9780749460600

Websites

management.about.com/od/businessstrategy/a/Innovation.htm – article discussing the importance of innovation

entrepreneurs.about.com/od/businessplan/a/implementation.htm – articles on approaches to implementation

www.businessballs.com/changemanagement.htm – article on approaches organisations can use to manage change

www.ehow.com/about_6320283_changes-technology-business.html – how technology is changing the ways that business can be done

www.innovateuk.org/why-innovation - examples of recent innovations reasons for innovation.

www.mindtools.com/pages/main/newMN_PPM.htm#Change – Mind Tools website section on change management.

www.referenceforbusiness.com/encyclopedia/Inc-Int/Innovation.html – information on innovations, including background information, reasons and strategies. A list of related references is included

Other

Podcasts

The Bottom Line and World of Business podcasts chaired by Evan Davies or Stephanie Flanders and Peter Day bring together current practitioners to discuss current business matters. Podcasts touch on topics relevant to the unit. They can be downloaded from www.bbc.co.uk/podcasts/series/bottomline/all and www.bbc.co.uk/podcasts/series/worldbiz

Unit 9: Principles of Supervising an Office Facility

Unit reference number: M/506/8653

Level: 3

Credit value: 3

Guided learning hours: 24

Unit aim

This unit is concerned with how an office facility is supervised effectively and efficiently. It looks at the use of consistent office and organisational processes and procedures to ensure that all legal requirements are followed. In a busy office, the planning of workflows and allocation of work to team members is vital to ensure that all deadlines are met and that the integrity of the organisation is maintained. A key responsibility of the senior administrator is to ensure that all of the activities carried out on a day-to-day basis are done so to the highest standard while working within organisational and budgetary constraints.

In this unit, you will gain understanding of the creation and implementation of office procedures and the influence that legal requirements have on how these procedures are written. You will explore the factors that influence a conducive and productive environment.

You will consider the typical services offered by an office facility and the support and welfare facilities that are available to the staff employed there.

You will explore the use of targets, techniques and monitoring procedures to measure workloads, performance and the effectiveness of work and systems. Finally, you will consider the constraints that supervisors must work within when managing facilities, workflow and resources such as working within agreed budgets set by senior management.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand how to establish an effective office facility	1.1	Explain how to establish and implement office management procedures	□ *Establishing procedures:* compliance, e.g. legislative, organisational; operational needs, e.g. consistency, managing risks, continuous improvement; timelines, e.g. what needs to be done daily, weekly, monthly, annually; physical resource requirements human resource requirements; workflow requirements □ *Implementing procedures:* clear communications, staff training; establishing productive workflow; health and safety requirement compliance, data protection requirement compliance; stakeholder feedback, customer feedback; service level agreement(s); premises
		1.2	Describe the typical services provided by an office facility	□ *Services provided by an office facility:* agreed organisational procedures that support management, e.g. maintain diaries, receive and send messages, deal with correspondence, make and receive telephone calls, organise meetings and events, receive visitors, take minutes, monitor stationery, order new stock, maintain good customer service, work in a team and support colleagues, deputise for manager as appropriate
		1.3	Assess the factors to be taken into account in the design of office systems, procedures and guidance documents	□ *Office Systems and Procedures:* design brief and customer requirements, clear and logical layout of procedures, communication systems, setting staff responsibilities to meet corporate policies, staff knowledge and training required, staff acceptance, risk assessments, health and safety responsibilities, budget, equipment and technology requirements, workflow □ *Guidance documents:* meeting the needs of the target audience, fitness-for-purpose, legislative requirements, corporate/professional image, ease of use, clarity of flow charts and organisational charts, level and type of language used, currency

Learning outcomes	Assessment criteria		Unit amplification
	1.4	Explain how to create an environment that is conducive to productive work	□ *Consideration of conducive environment:* environment, e.g. air circulation, décor, heating, lighting levels, office layout, noise levels, welfare facilities; equipment, e.g. appropriateness, performance; furniture, e.g. type and usage, ergonomics, workstations; health and safety; security
	1.5	Assess the impact of legal requirements on the management of office facilities	□ *Legislation:* statutory duties of employers and employees relating to health, safety and welfare
			□ *Primary legislation:* Health and Safety at Work Act 1974 (HASAWA)
			□ *'Six Pack' Regulations relating to HASAWA:* management of Health and Safety at Work Regulations 1999, Manual Handling Operations Regulations 1992, Health and Safety (Display Screen Equipment) Regulations 1992 Workplace (Health, Safety and Welfare) Regulations 1992
			□ *Other regulations:* Electricity at Work Regulations 1989, Electrical equipment (safety) regulations 1994, Working Time Regulations 1998, Control of Substances Hazardous to Health (COSHH, 2002), Equality Act 2010, Reporting of Injuries Diseases and Dangerous Occurrences Regulations 2013
			□ *Management of office facilities:* interpretation of legal requirements identified in legislation; implementation of policies to meet legal requirements; establishing office procedures to meet legal requirements; reporting procedures; key personnel responsible for health and safety (health and safety officer, fire wardens), ensuring a safe working environment; employee responsibilities to work safely, risk assessments, staff training; welfare facilities
			□ *Risk assessments:* purposes (protection of employees while at work, protection of public, protection of business's resources, identifying sources of risk); problems brought about by legislation change; accessibility requirements; conducting a risk assessment, proposing remedial action, implementing changes, notifying others of change

Learning outcomes		Assessment criteria		Unit amplification
		1.6	Explain typical support and welfare facilities for office workers	☐ *Human resources department:* recruitment/promotional vacancies, job descriptions and specifications; workplace culture; employer/employee relationships; be approachable, fostering open and candid communication; mediate on any staff issues; encourage training opportunities; performance management; setting dress code; equality and diversity legislation
				☐ *Operations and facilities:* managing operational services, heating, lighting, access, security, cleaning, catering, routine maintenance, non-routine maintenance, parking, IT support
				☐ *Welfare:* healthy, safe and secure workplace environment, maintain a clean and hygienic workplace; regular risk assessments; toilets and washing/drying facilities, showers and changing rooms; restaurant, drinks machines or facilities for making hot drinks, drinking water; first aid supplies, resident or part time medical support; crèche; secure access to workplace, secure and safe reception facilities, visitor badges; outside facilities for smoking
2	Understand how to manage work in a business environment	2.1	Review the use of targets and budgets to manage workloads	☐ *Targets:* company objectives to achieve specific outcomes; achievable work projects; sales figures; production figures; research developmental work; use of SMART targets
				☐ *Budgets:* control of finances; keep companies on track to meet current commitments; future planned work or targeted projects; enable decisions to meet objectives within allocated finances, allow allocation of appropriate resources to projects (workloads); used when monitoring performance (keeping within allocated budget); identify shortcomings before they occur, take early appropriate action, manage finances effectively; break-even analysis used (analysing costs against budget, on, below or over budget)

Learning outcomes	Assessment criteria		Unit amplification
	2.2	Investigate techniques used to monitor and manage work flows	*Planning and managing work flows* □ *Business-wide techniques:* organisational/strategic plans, resource planning (staff and equipment), monitoring availability of resources, cost/budget analysis, scheduling activities to meet business objectives □ *Department/team techniques:* departmental plans; setting SMART team objectives (specific, measurable, achievable, realistic, time-bound), negotiating realistic targets and setting timescales; scheduling activities within departmental/project timescales; prioritising work; scoping work □ *Individual techniques:* understand the aims and objectives of task(s)/projects; allocating tasks; using skills and attributes of individual team members; negotiating realistic individual targets, setting SMART individual action plans; awareness of own responsibilities *Monitoring work flows* □ *Motivating team members:* achieving objectives and working together as a team; reporting progress systems; meeting interim deadlines; meeting budget requirements; meeting quality objectives; analysing and evaluating progress; recording progress made, e.g. using spread sheets, GANTT charts □ *Dealing with problems:* not meeting deadlines; changes in scope of activities; insufficient budget or changes in costs scoped; member of team removed from activity; regular team meetings to discuss progress and any issues
	2.3	Discuss the management of the effectiveness of work and systems	□ *Management*: ongoing evaluation of facility performance, ongoing evaluation of systems, changes to systems as a result of evaluation, effective communication with staff and management, monitoring outputs, monitoring of machinery and equipment, keeping updated on new legislation, staff training □ *Work and Systems*: workflow, processes, outputs; equipment, e.g. avoid breakdowns leading to loss of production, upgrades

Learning outcomes	Assessment criteria		Unit amplification
	2.4	Explain how to manage any constraints attached to office facilities and related budgets	□ *Management*: continuous liaison, e.g. with staff and management, with other departments, with suppliers; continuous monitoring of budgets to take account of unexpected circumstances and emergencies □ *Constraints*: insufficient resources, insufficient staff to maintain systems and procedures, legislative requirements, insufficient cash flow, insufficient budget
	2.5	Explain how to manage office resources	*Resources: office equipment; stationery; staffing* □ *Office equipment*: assess what is needed; cost/budget; research suppliers; order/install; workload dependency; regular maintenance and electrical checks; train staff on correct use; safety and security; ICT support staff □ *Stationery*: record of suppliers; cost/budget; quantity discounts; assess quantities required; workload related; maintain stock control minimum and maximum stock levels, order/re-order, check quality; standard forms/letterheads; recycling policy; confidentiality and security of electronic resources □ *Staffing*: workload dependency; meeting deadlines; full time or part time or specific contract timescales; recruitment procedures; job descriptions/specifications; liaison with human resources department dependent on size of organisation; induction training; integration into team; absence, illness, annual leave

Information for tutors

Delivery

Delivery of this unit can be carried out using a variety of methods that include discussion, role-plays, case studies, videos, independent research using a variety of mediums, visiting speakers and external visits to relevant organisations where appropriate. Where possible, this unit should be taught holistically, linking groups of similar criteria together, which will give learners a broader understanding of the topics and issues being discussed.

Learning outcome 1 could be delivered using a combination of a visit to an office facility, a presentation and case studies. A presentation could be delivered that covers the key factors for office system design (assessment criterion 1.3) and the key points concerning the implementation of office procedures including legal requirements (AC1.1) that support the typical services provided by an office (AC1.2). For AC1.4, learners could be given case studies of productive and unproductive offices that they could refer to in their own work looking at the creation of a productive office environment. Before the visit, learners could carry out some internet research relating to the legal aspects of managing an office and the welfare facilities that workers would expect to find in a typical office environment (AC1.5 and AC1.6). Learners could then visit an office facility where the senior administrator or office manager could hold a question and answer session with learners to answer questions on all the key areas concerning the management of an office facility.

Learning outcome 2 could be delivered using a combination of videos, case studies and assignments. Case studies could be used to illustrate target setting in an office environment, possible constraints to be overcome and examples of work and systems businesses put in place to overcome these. Further independent learner research could be carried out to consider different techniques that could be employed by a supervisor to ensure workflows are managed and monitored to ensure that the office runs effectively. Videos could also be used to illustrate this assessment criterion, highlighting good and bad practice.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

Centres will devise and mark the assessments for this unit.

For learning outcome 1, learners could write a report that covers the creation of office procedures, clearly considering the relevant factors and legal requirements that impact on the design. Learners need to explain why there is a requirement to establish office procedures and how they would help in the smooth running of the office. The report should also discuss the o staff needs and requirements when creating an environment where teams are productive and work continues to be produced at a high standard.

Learners should include at least four services that they will design and implement procedures and systems for. The presentation evidence could also be supplemented with guidance documents for each service.

For learning outcome 1, learners could write a reflective report to be presented to the group. This report should identify the key concepts behind the management of an office facility. Alternatively, they could produce an information booklet on office management for colleagues. Learners could be given the opportunity to create a plan for new office procedures based on a real life scenario or be asked to create or suggest new procedures that don't currently exist from that scenario. As part of this plan they should consider the factors that they took into account and the methods they will use to establish and implement the procedures (assessment criteria 1.1 and AC1.3). Learners should include at least three new procedures in their plan. For AC1.2, learners need to describe at least four office services offered by a typical office environment. The new procedures in the first task could be linked to these services. For AC1.4, learners should consider at least five factors that may impact on the productivity of an office environment. For AC1.5, learners should explain at least five legal requirements relating to an office situation. For AC1.6, learners could undertake research concerning welfare facilities for office workers and present their evidence in the form of a presentation.

For learning outcome 2, one assignment or report could be used to cover all Assessment Criteria with tasks specific to the learning outcome targeted. The report should cover aspects such as the use of target setting in the workplace, techniques for monitoring workflows to ensure deadlines are met, management of work and systems to ensure effectiveness and how these systems could be amended to ensure all systems are up to date and within legislation. Learners should also consider how constraints such as budgets affect the management of resources and office facilities. For assessment criterion 2.2, learners should consider techniques ranging from business-wide down to individual, and they should also identify the possible impacts of not monitoring workflows effectively. For AC2.3, learners should discuss the management of at least two types of work or system. For AC2.4, they should cover at least three typical constraints to be managed, at least one of these should be related to budget. For AC2.5, learners should give detailed explanations as to how to manage at least three office resources.

Suggested resources

Books

France S – *The Definitive Executive Assistant and Managerial Handbook: A Professional Guide to Leadership for all PAs, Senior Secretaries, Office Managers and Executive Assistants* (Kogan Page, 2012) ISBN 9780749465827

France S – Definitive Personal Assistant & Secretarial Handbook: A Best Practice Guide for all Secretaries, PAs, Office Managers and Executive, 1st edition (Kogan Page, 2009) ISBN 9780749453459

Watkins B and Parton N – *NVQ/SVQ Level 3 Business & Administration Candidate Handbook (NVQ Administration),* 1st edition (Heinemann, 2011) ISBN 9780435046880

Journals and/or magazines

www.instam.org – Institute of Administrative Management

www.sciedu.ca/journal – International Journal for Business Administrators

Websites

www.healthyworkinglives.com – NHS Scotland

www.howtolearn.com/2012/01/how-to-effectively-manage-the-most-limited-resources/ – article on how to effectively manage the most limited resources

www.startupdonut.co.uk/startup/business-premises/commercial-premises/setting-up-an-office – article on setting up an office

Unit 10: Principles of Budgets in a Business Environment

Unit reference number: T/506/8654

Level: 3

Credit value: 4

Guided learning hours: 26

Unit aim

Businesses need to use their resources efficiently. Budgets enable managers to plan and monitor activities such as selling, buying and using cash and so contribute to the objectives of a business.

In this unit, you will learn about the different types of budgets that businesses use and why they are used. For example, cash budgets will forecast the inflows and outflows of cash and identify times when there is sufficient cash and when a business needs to find extra cash.

Budgeting enables different options to be considered about how the problem might be resolved. Budgets are interlinked so the sales budget feeds into the cash budget. They also help in making forecasts for the income statement and the balance sheet.

The process of budgeting begins by considering what a business is going to do and what it needs to achieve this so budget holders formulate their budget plans accordingly. Budgets are discussed and co-ordinated before being agreed and signed off. Once in operation, budgets have to be managed by monitoring and measuring variations so that any negative variations can be corrected, any positive ones can be exploited. If necessary, the budget may have to be revised. Budgets allow financial control to be exercised over a business's activities and budgetary management contributes directly to the achievement of organisational objectives.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the purposes of budgets	1.1	Explain the reasons for using budgets in business	□ *Reasons for budgeting:* ensuring the achievement of business objectives (departmental, organisational); management of resources; planning, co-ordination; monitoring and controlling of capital, income and expenditure; ensuring financial stability; ensuring sufficient liquidity; supporting efficient business operations; contributing to sustainable business activity: setting targets
		1.2	Describe the different types of budgets that businesses use	□ *Types of budget:* capital budgets; revenue budgets for income e.g. sales, fees; expenditure budgets, e.g. purchases, operating expenses); cash budgets e.g. bank, petty cash, credit card
		1.3	Investigate how budgets can be used to identify alternative courses of action for a business activities	□ *Forecasts:* assumptions about budgeted income and expenditure when construction budgets; predictions about revenues and expenses; linkages between different budgets
				□ *"What if … " scenarios:* varying the assumptions; varying the amount of revenues and expenditures; varying the timing of revenues and expenditures; consequential changes on capital, revenue and expenditure flows; consequential changes for interlocking budgets; identifying alternative scenarios (positive, negative); assessment of risks; selecting suitable courses of action
		1.4	Assess the links between budgets and other financial activities	□ *Linkages between budgets and financial activities:* capital expenditure; working capital; borrowing requirements (short term, long term); income statement; balance sheet; funds flow statements

Learning outcomes	Assessment criteria		Unit amplification
2 Understand how to develop budgets	2.1	Review the methods used to set budgets	☐ *Budgeting methods:* incremental; zero-based; fixed; flexible; rolling; advantages and disadvantages of budgeting methods; rationale for choice of budget method
	2.2	Specify the sources of information used to set a budget	☐ *Information: internal;* costs, e.g. labour, materials, expenses, overheads to be recovered; selection of costing method used; revenues, e.g. prices, quantities; external; competitors' activities; market cost of resources required, market prices; market trends
	2.3	Explain the need to ensure consistency between interlocking budgets	☐ *Interlocking budgets:* master budget; functional budgets, e.g. sales budget, debtors' budget, purchases budget, creditors' budget, production budget, cash budget
			☐ *Consistency:* dependencies between items within a budget and across budgets; ensuring consistency between budgets; accurate information for decision making; facilitation of planning; error minimisation; relevant adjustments as budgets are modified (flexed, incorporate changed assumptions, reformulated)
	2.4	Examine the process of developing budgets that contribute to the achievement of organisational objectives	☐ *Budget development:* business case; budget objectives (departmental, organisational); rationale for budget amounts; selection of the 'best case' budget; resources required; benefits and costs; risks; negotiation for budgeted amounts; coding heads for budgets; agreement for budgeted amounts; budget sign off
			☐ *Budget basis:* choice of budget method; planned revenue/expenditure; contingency planning; co-ordination with other budgets (master, subsidiary)

Learning outcomes		Assessment criteria		Unit amplification
3	Understand how to manage a budget	3.1	Describe how to monitor budgets	□ *Monitoring budgets:* purpose of monitoring (measure actual performance in order to compare it with the budgeted performance; information and data required; collect performance information (manual systems, automated systems); coding performance information and data; allocate information and data against budget codes; track actual performance against budgeted performance; responsibility for monitoring
		3.2	Analyse the budgetary performance in a business	□ *Analysis:* importance of variance analysis; types of variance (absolute; relative); favourable variances with results better than expected; adverse variances with results worse than expected; causes of variances; identification of matters that need further investigation
				□ *Actions:* analysis provides a basis for taking action; exploitative action for better than expected performance; corrective action for worse than expected performance
		3.3	Explain the reasons for reporting budgetary performance	□ *Reporting:* regular performance reporting (budget holder, line manager); ad-hoc reporting; keep stakeholders informed; identification of issues (requiring no action, requiring immediate action)
		3.4	Assess the purposes of revising a budget in response to previous performance	□ *Revisions to budgets:* purpose of revising budgets, e.g. respond to previous performance; correct adverse variations; amend inaccurate budgets; exploit positive variations; response to revision of business plans; revised priorities; respond to external factors in the business environment; renegotiation of budget; amend interlocking budgets; obtain agreement for amended budget with master budget holder before end of budget period

Information for tutors

Delivery

Tuition for learning outcomes 1, 2 and 3 can use flexible delivery approaches. Formal teaching sessions can have input from a tutor to identify some of the theoretical material about budgets and budgetary control and learners can work individually and in a group researching, and gathering information about the subject.

Tutors can illustrate points with reference to examples from specific businesses to show the nature of budgeting and costing and their implications for business activities. Practical work, case studies and discussion all offer involving approaches to learning about the subject. Using a visiting speaker provides insights into the issues associated with budgets and budgetary control together with their importance in managing a business efficiently and effectively. Centres must make sure that learners have access to suitable resources such as those outlined in the unit specification and to the subject specialist tutors delivering the unit.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

Centres will devise and mark the assessments for this unit. Where possible, this unit should be taught holistically, linking groups of similar criteria together, which will give learners a broader understanding of the topics and issues being discussed.

A range of assessment instruments (assignments) can be used such as (but not confined to) reports, presentations, articles, reflective accounts, discussions, questioning, debriefings on investigative activities, case studies, exercises, simulations and practical work. All assessment methods are acceptable provided the assessment enables learners to produce relevant evidence that can be judged against the assessment criteria. If centres use evidence produced orally, the assessor should produce observation records that have sufficient detail to show why the assessor decided that each assessment criterion was satisfied.

For learning outcome 1, learners could produce a written report or presentation that highlights the need for and types of budgets. This report could be extended to include details of the control and influence that budgets have on business activities. For assessment criterion 1.1, learners should include one reason stemming from the need to manage financial resources and two from the business requirements. Learners should explain the reasons for budgets by providing examples or giving explanations of what might happen if budgets were not set. For AC1.2, learners should include at least three types of budget. This could be extended to explain how certain budgets interlock (AC2.3). For AC1.4, learners should identify at least three links between budgets and other financial activities.

For learning outcome 2, learners could produce a report on the main considerations of budget development. The report should include detail on methods and processes used and the sources of information that support these. For assessment criterion 2.1 should review at least two distinct methods used. For AC2.2, learners should identify at least three sources of information. For AC2.4, learners should examine the various stages of the budget development process from initial business case through to budget agreement and sign off.

For learning outcome 3, learners could use case study data to apply monitoring techniques in order to produce a financial report. Teachers will need to ensure that the budget data provided is detailed and broad enough to enable full analysis of performance. Learners could support the financial report with explanations as to why they have reported on or suggested amendments to the budget based on their analysis of its performance. To achieve assessment criterion 3.3 learners should give at least three reasons and to achieve AC3.4 they should give at least three purposes for revising a budget.

In addition, assessment can be combined with the assessment of outcomes and criteria from other units particularly core units such as *Unit 1: Principles of Providing and Maintaining Administrative Services* and *Unit 5: Principles of Business*. This latter approach would require an assessment map to identify where outcomes and criteria are assessed.

Suggested resources

Books

Bevan J, Coupland-Smith H, Dransfield R, Goymer J and Richards C – *BTEC Level 3 National Business Student Book: 1 (Level 3 BTEC National Business)* (Pearson Education Ltd, 2010) ISBN 9781846906343

Dyson JR – *Accounting for Non-Accounting Students,* 8th edition (Financial Times/Prentice Hall, 2010) ISBN 9780273722977

Fardon M and Cox D – *Accounting* (Osborne Books, 1998) ISBN 9781872962283

Institute of Management – *Budgeting and Financial Control* (Butterworth-Heinemann, 1997) ISBN 9780750636681

Journals and magazines

Accountancy Magazine – CCH

Accounting Technician – The Association of Accounting Technicians (available on subscription)

Websites

www.accountingtools.com –information on accounting subjects including budgeting

www.accountingweb.co.uk – accounting news, information and case studies

www.fool.com/ – information on budgeting

Unit 11: Principles of Business Data and Information Systems

Unit reference number: A/506/8655

Level: 3

Credit value: 3

Guided learning hours: 16

Unit aim

It is essential for businesses to manage information and data to identify past and current performance in order to predict and plan for the future. Analysing and presenting essential data will help a business to identify strengths and weaknesses, informing decision-making and strategic planning.

You will explore the analysis and presentation of data, including the types and business uses of data, issues relating to reliability and validity and methods and techniques used to present business data. You will also explore a range of information sources and systems and learn how they can be developed to support business operations such as the processing, storing and sharing of information, analysing and reporting data, processing transactions and supporting decision-making. You will consider the benefits and limitations of information systems and explore the legal, security and confidentiality requirements of information in a business environment. Finally, you will learn how to monitor the effectiveness of information systems.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the analysis and presentation of business data	1.1	Explain the uses and limitations of primary and secondary data	□ *Primary data*: definition; examples of sources □ *Secondary data*: definition; examples of sources □ *Uses*: support operations, inform business decisions, benchmark performance, promote efficiency, develop competitive advantage, increase market share □ *Limitations*: accuracy and reliability of data; misinterpretations; bias; access and confidentiality; legal and regulatory issues, e.g. Data Protection Act 1998, Freedom of Information Act 2000, Computer Misuse Act 1990; timescale requirements; ethical issues; IT protocols, codes of practice from the Information Commissioner's Office (ICO)
		1.2	Explain the uses and limitations of quantitative and qualitative data	□ *Quantitative data*: information measured in numbers, sizes or percentages, amenable to statistical manipulation □ *Limitations of quantitative data*: see limitations in assessment criterion 1.1 □ *Qualitative data*: descriptive information, relates to the quality of a service or process, personal, subjective and open to interpretation □ *Limitations of qualitative data*: knowledge produced may not generalise to other settings; difficult to make quantitative predictions; difficult to test hypotheses and theories with large participant pools; timescales involved in collecting data; ethical issues; subjectivity and bias □ *Uses of quantitative and qualitative data*: product development, human behaviour and capability, provide depth and detail, identify trends, to inform business decisions and marketing strategies

Learning outcomes	Assessment criteria		Unit amplification
	1.3	Evaluate the issues relating to the validity and reliability of data and its analysis	□ *Validity*: unbiased, representative, verifiable □ *Reliability*: consistent, stable, dependable, plausible □ *Analysis*: qualitative and quantitative processing of data, examination of facts, patterns and trends □ *Issues relating to data validity and reliability*: accuracy and relevance of data, level of detail, trusted sources, ownership of data, currency of data, cost of data collection □ *Issues relating to data analysis*: purpose, scope and size of sample; validity and reliability of data; collection of data, limited or unrepresentative samples; validation of data; presentation of information; bias; errors in methodology used, e.g. insufficient statistical power, ignoring measurement error, performing multiple comparisons; interpretation problems, e.g. confusion over significance, precision and accuracy, causality, graphical representation
	1.4	Explain different formats and techniques for the presentation of the analysis	□ *Formats*: table, chart, graph, diagram, report, presentation, case study, scenario, screen-based, paper-based □ *Techniques*: software manipulation, ratios, percentages, predictive modelling

Learning outcomes		Assessment criteria		Unit amplification
2	Understand information systems in a business environment	2.1	Explain the typical stages of information system development	*Information system* ☐ *Manual*: card index; filing systems; categorisations ☐ *Electronic*: office support systems; customer support systems; data processing systems; decision support systems; intranet *Typical stages of information system development* ☐ *Analysis*: types of data and information to be managed (employee records, customer records, internal policies and procedures, records of meetings, correspondence, market information, promotional materials, financial records, technical information, research) ☐ *Feasibility study*: potential for success; strengths and weaknesses; resources for development (staffing, equipment, materials, time, cost); legal and technical constraints and requirements; access, security; confidentiality; retention and archiving of information/documentation ☐ *Design*: detailed features and operations; business rules; process diagrams; system requirements (input, output, storage, processing, system control, backup and recovery) ☐ *Development*: develop specification (meeting identified needs, budgetary controls and needs of users); other considerations (checks against original specification, reviewing progress, guidance and training) ☐ *Testing*: fit for purpose; checking reliability and accuracy; qualitative/quantitative information; reporting systems; records of issues identified; workflow

Learning outcomes	Assessment criteria		Unit amplification
			☐ *Deployment*: acceptance of specification; installation of system; creation of operations procedures; hand over from project team to operations
			☐ *Evaluation*: analysis of testing; costs and benefits against original specification; feedback from users/stakeholders; review, modifications; approval
			☐ *Maintenance*: performance monitoring; problem solving; customisation to changing user needs; additions to functionality
	2.2	Analyse the benefits and limitations of different information systems	☐ *Benefits of manual information systems*: capital investment; everyone has experience of using manual systems; relevance to user; reduce information overload; data entry errors; lower risk of data loss; simplicity
			☐ *Benefits of electronic information systems*: storage capacity; time, simultaneous multiple access to records; combination of other data; presentation of information; business efficiency, integration of multiple systems (reporting systems, strategic information system, management information system, performance monitoring systems); report generation; document management; ease of amendment; addition and deletion of records
			☐ *Limitations of manual information systems*: speed; time; efficiency; physical space requirements; file naming conventions; archiving requirements; degradation of physical records
			☐ *Limitations of electronic information systems*: capital investment; up-to-date software and technological change; data loss through technology failure and security threats; system upgrades; server storage space; file naming conventions; quality of data input; resistance to change; may require training; information overload; duplicate copies of records

Learning outcomes	Assessment criteria		Unit amplification
	2.3	Explain legal, security and confidentiality requirements for information systems in a business environment	☐ *Legal requirements*: laws protecting public and private sector information (Data Protection Act 1998, Freedom of Information Act 2000 and Copyright Designs and Patents Act 1988); licensing arrangements; accuracy and currency of information
			☐ *Security and confidentiality requirements*: levels of access; lockable security facilities; security of keys; use of organisational policies and procedures to monitor and improve systems (audits, security of usernames and passwords, use of identification cards/badges, visitor access, personal information held on manual/computer records, protection of computer systems, screensavers)
			☐ *Transfer of information*: internal and external to the organisation; codes of practice including clear desk policy
	2.4	Explain how to monitor the use and effectiveness of an information system	☐ *Monitor use and effectiveness of an information system*: develop plan that specifies objectives; scope of system (coverage, utilisation, performance); timescales for implementation and review, resource implications; obtain feedback from users (ease of use, functionality, performance), levels of usage (individuals and groups, specific areas of system used, frequency of usage); timing of usage (peak usage times, potential for overload, system down times); fit-for-purpose (achieving planned functionality and outputs); gain early knowledge of faults; reporting systems; legal and organisational requirements; user training requirements; adaptations

Information for tutors

Delivery

Learning outcome 1 considers the analysis and presentation of business data. Learners could be presented with different types of business data through case studies or card matching games. Alternatively, learners could research data from organisations that they are familiar with. A guest speaker who specialises in data analysis and presentation could present information on the topic, in particular the issues presented by different types of data and their validity and reliability. The presentation could be followed by a group discussion.

Learning outcome 2 considers the use of information systems in a business environment. A guest speaker who has been involved in the development of a new system could talk learners through the development stages and the requirements associated with each of these. This could be followed up with a discussion about the benefits and limitations of different systems. Learners could share their own personal experiences of manual or electronic information systems, and relate this to the requirements, benefits and limitations of systems, as they understand them. Learners should be able to access information and case studies on business information systems that identify common legal, security and confidentiality requirements and different approaches to monitoring system effectiveness.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

Centres will devise and mark the assessments for this unit. Where possible, the unit should be taught holistically, linking groups of similar criteria together, which will give learners a broader understanding of the topics and issues being discussed.

Learning outcome 1 considers the analysis and presentation of business data. For this learning outcome learners could produce a report to cover the different types of business data, its uses, analysis and presentation formats and techniques For assessment criterion 1.1 the evidence should include at least two types of primary and two types of secondary data. For AC1.2, the evidence should include at least two types of both quantitative and qualitative data. For AC1.3, learners should evaluate issues relating to all of the types of data identified in AC1.1 and AC1.2. For AC1.4, the evidence should include at least three formats and three techniques.

Learning outcome 2 considers the use of information systems in a business environment. Evidence for this learning outcome could be presented as a written assignment or an audio-visual presentation that could be assessed holistically with elements of learning outcome 2. For assessment criterion 2.1, learners need to consider all development stages, from initial analysis through to the evaluation of the system in operation. For AC2.2, learners should analyse the benefits and limitations of both manual and electronic systems.

For AC2.3, learners must consider legal, security and confidentiality requirements. This could relate to a specific system developed for AC2.1. For AC2.4, learners should include at least five measurements used to monitor information systems.

Suggested resources

Books

Bocij P, Greasley A and Hickie S – *Business Information Systems: Technology Development and Management for the e-business*, 4th edition (FT Prentice Hall, 2008) ISBN 9780273716624

Borek A et al – *Total Information Risk Management: Maximising the value of Data and Information Assets* (Morgan Kaufmann, 2013) ISBN 9780124055476

Brockman J – *Thinking: The New Science of Decision-Making, Problem-Solving and Prediction* (Harper Perennial, 2013) ISBN 9780062258540

Chaffey D and White G – *Business Information Management*, 2nd edition (FT/Prentice Hall, 2010) ISBN 9780273711797

Lucey Y – *Management Information Systems*, 9th edition (Cengage Learning, 2005) ISBN 9781844801268

Kupersmith K, Mulvey P and McGoey K – *Business Analysis for Dummies* (John Wiley & Sons, 2013) ISBN 9781118510582

Nelson EC and Nelson SL – *Excel Data Analysis for Dummies*, 2nd edition (John Wiley & Sons, 2014) ISBN 9781118898093

Websites

www.bized.co.uk/timeweb – teaching and learning source relating to data handling

www.data-protection-act.co.uk – the Data Protection Act made easy

www.ico.org.uk – information on data requirements, obligations and sharing

www.ons.gov.uk – statistics relating to the economy, population and society

www.youtube.com – links to videos demonstrating how to use a wide range of social media platforms and how to use social media for promotional purposes

Unit 12: Principles of Project Management

Unit reference number: F/506/4185

level: 4

Credit value: 10

Guided learning hours: 57

Unit aim

The aim of this unit is to give learners understanding of the principles of project management in business. Learners will be required to develop a business case for a specified project that will then be executed and evaluated.

Businesses may have a wide number of reasons for commencing a project. For example, they may be looking to expand their range of products and services, target new customers or develop new market areas.

In this unit, you will develop understanding of the critical requirements for a successful project. A potential project will need to be identified before you can consider the scope, definition and objectives of the project and how it could impact on a business. It could be useful for you to develop a business case to support the selected project and appreciate the significance of the key roles of the project manager and sponsor.

You will have to utilise project lifecycle planning and identify the project stakeholders and their management that will be operative throughout the lifecycle of the project. You will also need to access sources of appropriate data and information and consider resourcing, monitoring and controls for the project.

You will need to understand the importance of critical success factors and performance measurement in monitoring and evaluating the project.

Finally, you will assess the achievement of the project against objectives and the business case and present the outcomes.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the importance of the initiation phase of a project	1.1	Define the aim, scope and objectives of a project	☐ *Project aim, scope and objectives:* need, e.g. emergence, recognition, articulation; aims, e.g. goals, mission, values; scope, e.g. stakeholder involvement (internal, external), requirements, feasibility, constraints, required amendments; objectives, e.g. specific, measurable, achievable, realistic, timescales, methods
		1.2	Evaluate the importance of identifying the tasks, deliverables and schedule of a project	☐ *Tasks:* project activities with deadlines; work towards project goals ☐ *Deliverables:* tangible or intangible objects produced as a result of the project that is intended to be delivered to a customer (either internal or external) ☐ *Schedule:* timeline; milestones; activities; deliverables; progress towards objectives
		1.3	Assess the importance of identifying the impact of a project on the business	☐ *Importance:* positives; negatives; customer perceptions; feasibility; risk; outcomes
		1.4	Identify the components of a business case that supports a project	☐ *Business case:* rationale; analysis, e.g. PESTEL, SWOT; relationship to project aims and objectives; deliverables; goals; project impact, e.g. internal, external, positive, negative, short term, long term

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how to execute a project	2.1	Evaluate the role of the project manager in a project	□ *Project manager:* planning; execution; monitoring; control; closure
		2.2	Explain the role of the project sponsor in a project	□ *Project sponsor:* project initiation; securing spending authority and resources; champion; goals and objectives; decision making; high-level planning; Project Initiation Plan; support; troubleshooting and alterations; meeting deliverables; giving approval to proceed; steering committee; delegating
		2.3	Assess the importance of selecting a project lifecycle plan to achieve the project objectives	□ *Project lifecycle:* stages (initiation, planning, execution, evaluation) □ *Importance:* identifies schedule of activities; identifies appropriate activities, identifies appropriate processes; identifies stakeholder needs and expectations
		2.4	Assess the importance of analysing sources of data and information to support a project	□ *Sources of data and information:* primary research, e.g. surveys, questionnaires, interviews, focus groups; secondary research, e.g. trade publications, newspapers, public sources, commercial sources, websites; quantitative data; qualitative information
		2.5	Explain the importance of defining project stakeholders and their management throughout a project lifecycle	□ *Stakeholders:* internal, e.g. functional areas, employees, managers; external, e.g. shareholders, customers, suppliers, contractors, local residents
		2.6	Explain project resourcing, monitoring and controls	□ *Resourcing:* roles of project sponsor and manager; finance; staff; expertise; equipment and materials; timescales □ *Monitoring and controls:* project management templates and software; accountabilities; targets; tracking systems; liaison with team and other stakeholders

Learning outcomes		Assessment criteria		Unit amplification
		2.7	Assess the importance of identifying the critical success factors in the realisation of a project	☐ *Critical success factors (CSFs):* identification; key factors, e.g. strategic, environmental, industry specific, internal, managerial; Six Sigma quality improvement
		2.8	Assess the importance of specifying performance measures to monitor project outcomes	☐ *Performance measures:* key attributes, e.g. valid, reliable, responsive, functional, credible, available, understandable; specifying performance measures
		2.9	Evaluate ways to monitor the progress of a project through its lifecycle	☐ *Ways to monitor the progress of a project:* focus group meetings; weekly reports; Gantt chart
3	Understand how to evaluate and present project outcomes	3.1	Explain how to assess the achievement of project outcomes against project scope objectives	☐ *Project outcomes in relation to original business case:* degree to which critical success factors are met; achievement of performance measures; positive outcomes; negative outcomes; implications (internal, external); potential future developments (short term, long term)
		3.2	Assess the importance of evaluating the outcomes of a project against the original business case	☐ *Importance:* degree to which objectives met; required revisions; project impact; deliverables
		3.3	Explain how to present the outcomes of a project	☐ *Presentation:* format (formal, informal, written, verbal); style; use of visual aids; use of media; suitability for intended audience; relevance of project outcomes to project objectives; implications for business; timing; conclusion

Information for tutors

Delivery

Learners are expected to enquire into the topics under discussion, to question theory and to compare and contrast theory with their professional knowledge and practice. For some learners this will mean building on existing knowledge and earlier studies, while for others it will mean drawing on experience gained in a work environment.

Delivery will be through blended learning, using business resources and class-based teaching. Standard tuition materials, texts, business simulations, exercises and formative assessments can be used. Other delivery techniques can also be used, for example, practical work, guest speakers, tutorials, seminars and discussion groups where personal and professional practice can be shared and discussed can also be used. Learners are encouraged to engage in social learning to carry out practical work, discuss problems, consider experiences, work on case studies, prepare reports for presentation and carry out research on project management. Learners in work are expected to use their working context and roles to learn about the practical techniques associated with project management.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

It is important that suitable organisations are chosen for investigation so that learners can acquire the information they need to meet the assessment criteria. It would be useful for learners to either use a potential project from a selected organisation or a case study of a project that has been undertaken.

Evidence can be presented as written reports or presentations. If presentations are used, then copies of slides, handouts and presenter notes must be included, as well as learner observation records completed by the tutor.

For learning outcome 1, it could be useful to start with assessment criterion 1.4, identify the components of a business case. This will then be developed for AC1.1; AC1.2 and AC1.3, where learners need to define the aim, scope and objectives of a project, evaluate the importance of identifying the tasks, deliverables and schedule of a project and assess the importance of identifying the impact of a project on the business.

Learners can build on learning outcome 1 in order to achieve learning outcome 2. It could be beneficial for learners to become a project manager for a project or observe a project that has been started. This will give them the opportunity to understand the role of the project manager (AC2.1); the role of the project sponsor (AC2.2); the importance of defining project stakeholders and their management throughout a project lifecycle (AC2.5); project resourcing, monitoring and controls (AC2.6); the importance of specifying performance measures to monitor project outcomes (AC2.8) and ways to monitor the progress of a project through its lifecycle (AC2.9).

By writing a report about the specific areas to consider during a project, learners will be able to demonstrate the appropriate breadth and depth to meet the level of the demand for the assessment criteria, e.g. explaining, assessing and evaluating.

The report will also allow learners to include the importance of selecting a project lifecycle plan to achieve the project objectives (assessment criterion 2.3), the importance of analysing sources of data and information to support a project (AC2.4) and the importance of identifying the critical success factors in the realisation of a project (AC2.7). Including examples in their report will help learners to illustrate their understanding.

For learning outcome 3, it would be beneficial for learners to be part of a project evaluation meeting either within their workplace or as a role-play. This would give learners first-hand experience in understanding how to assess the achievement of project outcomes against project scope objectives (assessment criterion 3.1). This would also provide valuable evidence for the importance of evaluating the outcomes of a project against the original business case (AC3.2) and how to present the outcomes of a project (AC3.3).

Suggested resources

Books

Horine G – *Project Management Absolute Beginner's Guide (Absolute Beginner's Guides),* 3rd edition (QUE, 2012) ISBN 9780789750105

Kerzner H, International Institute for Learning – *Project Management: Best Practices: Achieving Global Excellence (The Iil/Wiley Series in Project Management),* 2nd edition (John Wiley & Sons, 2010) ISBN 9780470528297

Williams M – *The Principles of Project Management* (SITEPOINT, 2008) ISBN 9780980285864

Journals and/or magazines

Project Manager Today – www.pmtoday.co.uk/content/en/default.aspx

Websites

www.apm.org.uk – Association for Project Management: developing and promoting project and programme management

www.open.edu/openlearn – The Open University: has courses on project management

Unit 13: Principles of Quality Management

Unit reference number: A/506/4167

level: 4

Credit value: 4

Guided learning hours: 37

Unit aim

The aim of the unit is to give learners understanding of the importance of having good quality products, services and business practices. The unit also helps learners to understand how the management of quality in a business contributes to the achievement of business goals.

In this unit, you will consider the role of managing quality and how it supports the effective operation of businesses. You will learn that many businesses adopt a policy of trying to promote continuous improvement in all their activities.

You will understand that administrative systems contribute to the management of quality and the quality of administrative systems contributes directly to meeting customer needs and ensuring the continuation of profitable relationships and therefore supporting the achievement of business goals.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand approaches to quality management	1.1	Evaluate the concept, purpose and scope of quality management	□ *Concept:* activities and tasks needed to maintain desired level of quality; quality assurance; quality control; quality improvement □ *Purpose:* to meet customer requirements; to meet organisational requirements □ *Scope:* organisational processes, products, services, and related sites, departments, divisions to which the organisation applies a formal management system
		1.2	Distinguish between quality management, quality control and quality assurance	□ *Quality control:* ensuring everything produced/sold meets a defined set of standards □ *Quality assurance:* a process of checking that the products/service meets specific requirements
		1.3	Analyse the features of different approaches to quality management	□ *Different approaches to quality management:* quality management components (quality planning, quality control, quality assurance, quality improvement); ensuring consistency; ensuring good quality; product quality; service quality; process quality; Deming's 14 Points for Management, e.g. product/service improvement, building in quality; Six Sigma; developing the leadership of change, training, plan-do-act-check; prevention of problems, e.g. zero defects, get it right first time; business process re-engineering; compliance approaches, e.g. target setting, inspection; assurance; ownership-based approaches, e.g. pride in work, individual's responsibility for quality

Learning outcomes		Assessment criteria		Unit amplification
		1.4	Explain the benefits of adopting an holistic approach to quality management	☐ *Holistic approach to quality management:* integrate work across functional areas; holistic/inclusive approaches to quality management (individuals, teams, clients, suppliers, functions, systems); multi-disciplinary approach to quality; multi-level teams; transparency; participatory culture; customer expectations; customer care; meeting customer needs; requirements of suppliers; supplier care; operations management (purchasing, selling, manufacturing, human resources, finance, logistics)
		1.5	Analyse the role of administrative systems in the effective management of quality	☐ *Role of administrative systems:* promoting quality; communicating quality management requirements; monitoring quality, e.g. products, services, processes; gathering data; reputational management; managing consequences of poor quality
2	Understand the benefits of quality management	2.1	Analyse the potential benefits to an organisation of effective quality management	☐ *Benefits of effective quality management*: quality standards, e.g. International Standards ISO9000 series, British Standards Institute (BSI) BS5750, Investors in People, CE marking, Royal warrants; customer requirements met; organisations requirements met; help organisation achieve goals and objectives; competitive advantage
		2.2	Explain the relationship between quality management and customer satisfaction	☐ *Quality management and customer satisfaction*: meet customer needs and expectations; continuous improvement
		2.3	Evaluate the impact of quality management on continuous improvement	☐ *Continuous improvement*: understand the need; measures of success; strategies; using data; implementing change

Learning outcomes		Assessment criteria		Unit amplification
3	Understand the use of quality controls	3.1	Explain the purpose of user and non-user surveys	☐ *User and non-user surveys:* understand strengths and weaknesses; identify demand and need
		3.2	Analyse the relationship between quality controls and customer complaints	☐ *Relationship between quality controls and customer complaints*: customer satisfaction and complaints handling, e.g. ISO 10002
		3.3	Evaluate the risks attached to the self-assessment on the quality of business performance	☐ *Risks attached to self-assessment:* error; accountability; fraud; implementation; organisational culture; unidentified risks; focus on risk elimination removing potential risk-return
		3.4	Evaluate the benefits of involving others in the management of quality	☐ *Involving others in management of quality:* continuous process improvement; improve motivation; teamwork; holistic approach

Information for tutors

Delivery

Learners are expected to enquire into the topics under discussion, to question theory and to compare and contrast theory with their professional knowledge and practice. For some learners this will mean building on existing knowledge and earlier studies, while for others it will mean drawing on experience gained in a work environment.

Delivery will be through blended learning, using business resources and class-based teaching. Standard tuition materials, texts, business simulations, exercises and formative assessments can be used. Other delivery techniques can also be used, for example, practical work, role-play, tutorials, seminars and discussion groups where personal and professional practice can be shared and discussed can also be used. Learners are encouraged to engage in social learning to carry out practical work, discuss problems, consider experiences, work on case studies, prepare reports for presentation and carry out research into quality management. Learners in work are expected to use their working context and roles to learn quality management.

Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

It is important that suitable organisations are chosen for investigation so that learners can acquire the information they need to meet the assessment criteria.

Evidence can be presented as written reports or presentations. If presentations are used, then copies of slides, handouts and presenter notes must be included, as well as learner observation records completed by the tutor.

Learners could begin by evaluating the concept, purpose and scope of quality management (assessment criterion 1.1). They could then go on to distinguish between quality management, quality control and quality assurance (AC1.2), analyse the features of different approaches to quality management (AC1.3), explain the benefits of adopting a holistic approach to quality management (AC1.4) and finally analyse the role of administrative systems in the effective management of quality (AC1.5).

For learning outcome 2, learners need to understand the benefits of quality management. It would be beneficial for learners to be given a case study about an organisation and the quality management process they have implemented. They could begin by analysing the benefits to an organisation of effective quality management (assessment criterion 2.1), explain the relationship between quality management and customer satisfaction (AC2.2) and evaluate the impact of quality management on continuous improvement.

This can be built on for learning outcome 3. It would be beneficial for learners to use their case study and discussion groups to explain the purpose of user and non-user surveys (assessment criterion 3.1). These could also help analyse the relationship between quality controls and customer complaints (AC3.2), evaluate the risks attached to the self-assessment on the quality of business performance (AC3.3) and evaluate the benefits of involving others in the management of quality (AC3.3).

Suggested resources

Books

Hoyle D – *ISO 9000 Quality Systems Handbook* (Butterworth-Heinemann, 2009) ISBN 9781856176842

Webber L and Wallace M – *Quality Control for Dummies* (John Wiley and Sons, 2007) ISBN 9780470069097

Journals and/or magazines

The Economist (The Economist Newspaper Ltd) has articles on quality management from time to time and offers a current perspective on the application of quality management systems to business

The Financial Times (Financial Times Group) is a daily business newspaper that reports on stories that will include those dealing with quality management systems in business

Websites

www.bized.co.uk – Biz/ed: material on Total Quality Management

www.managementhelp.org – Free management library: articles on organisational performance and quality management

13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html

- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))

- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)

- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)

- *Equality Policy* (Pearson)

- *Recognition of Prior Learning Policy and Process* (Pearson)

- *UK Information Manual* (Pearson)

- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

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To get in touch with our dedicated support teams please visit our website.

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- Ask the Expert: submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at qualifications.pearson.com/en/support/contact-us.html

Annexe A

Mapping with competence-based qualifications

The grid below maps the knowledge covered in the Pearson BTEC Level 3 Specialist qualifications in Principles of Business Administration against the underpinning knowledge of the Pearson BTEC Level 3 Diploma in Business Administration Centres can use this mapping when planning holistic delivery and assessment activities.

KEY

\#   indicates partial coverage of knowledge in the competence-based qualification unit

A blank space indicates no coverage of the knowledge

Competence-based units		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13
1	Communicate in a Business environment		#											
2	Manage Personal and Professional Development			#										
3	Principles of Business Communication and Information		#									#		
4	Principles of Administration	#					#			#				
5	Principles of Business					#			#		#			
10	Create Bespoke Business Documents		#											
11	Contribute to the Development and Implementation of an Information System											#		
12	Monitor Information Systems											#		
13	Evaluate the provision of Business Travel or Accommodation						#							
21	Manage an Office Facility									#				

Competence-based units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13
													BTEC Specialist units
22 Analyse and Present Business Data											#		
23 Produce Business Documents		#											
25 Produce Minutes of Meetings						#							
30 Contribute to the Organisation of an Event						#							
31 Organise Business Travel or Accommodation						#							
32 Provide Administrative Support for Meetings	#												
37 Buddy a Colleague to Develop their Skills				#									
38 Employee Rights and Responsibilities				#									
39 Support Environmental Sustainability in a Business Environment	#												
44 Manage Team Performance	#												
45 Manage Individual's Performance	#												
49 Procure Products and/or Services						#							
52 Participate in a Project												#	
56 Prepare for and Support Quality Audits													#
57 Manage a Budget										#			
75 Understand the Customer Service Environment					#		#						
77 Principles of Social Media within a Business		#											

Annexe B

Unit mapping overview

The table below shows the relationship between the new qualifications in this specification and the predecessor qualifications: Pearson BTEC Level 3 Award/Certificate in Principles of Business and Administration (last registration 31/12/2014).

Old units / New units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16
Unit 1									P	P		P				
Unit 2										P	P					
Unit 3									P	P						
Unit 4										P						
Unit 5														P		
Unit 6												P				
Unit 7							P					P				
Unit 8				X											P	
Unit 9																
Unit 10														P		

Old units / New units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16
Unit 11											P					
Unit 12													P			
Unit 13																

KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))